

THIRTY-SECOND

7

ANNUAL REPORT

OF THE

CONTROLLERS OF THE PUBLIC SCHOOLS

OF THE

CITY AND COUNTY OF PHILADELPHIA.

COMPOSING THE

FIRST SCHOOL DISTRICT OF PENNSYLVANIA.

FOR THE YEAR ENDING JUNE 30, 1850.

With their Accounts.

PHILADELPHIA:

PUBLISHED BY ORDER OF THE BOARD OF CONTROLLERS.

CRISSY & MARKLEY PRINTERS, NO. 4 MINOR STREET.

1850.

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BOARD OF CONTROLLERS

OF

THE PUBLIC SCHOOLS,

OF THE

First District of Pennsylvania,

FOR 1850-51.

FIRST SECTION.

City of Philadelphia.

George M. Wharton, No. 13 Prune street.
George Emlen, Jr., No. 98 south Fourth street.
Thomas G. Hollingsworth, Walnut street, above Second.
William S. Perot, No. 120 Vine street.
William Martin, North Room of Exchange, on Third street.
Joshua Cowperthwait, No. 2 Mulberry Square, Arch street,
above Schuylkill Eighth street.
Arthur G. Coffin, Walnut street, below Third.

SECOND SECTION.

Northern Liberties.

John C. Smith, No. 9 Chatham street, above Buttonwood.
Daniel S. Beideman, No. 53 Vine street.
Benjamin Baker, No. 226 north Fourth street.

THIRD SECTION.

Southwark.

Benjamin Morton, No. 123 Catharine street.
Alexander Greaves, No. 354 south Fourth street.

CONTROLLERS' REPORT.

FOURTH SECTION.

Spring Garden.

James Peters, Poplar street, above Broad.

William Larzelere, N. W. corner of Ridge Road and Green

Thomas J. Herring, N. W. corner of Eleventh and Wallace

FIFTH SECTION.

Lower Dublin, Oxford, Moreland and Byberry Township

Isaac Pearson, Holmesburg.

SIXTH SECTION.

Germantown, Bristol and Roxborough.

John Stallman, Chestnut Hill.

SEVENTH & EIGHTH SECTIONS.

West Philadelphia, Blockley, Kingsessing and Passyunk

Thomas J. Molony, Kingsessing.

NINTH SECTION.

Moyamensing.

William J. Reed, Tenth street, above Fitzwater, west side.

John J. Meany, Shippen street, below Twelfth, and No. 11

Third street, above Spruce.

TENTH SECTION.

Kensington.

John Clouds, Marlborough street, below Franklin.

John H. Bringhurst, No. 671 north Second street.

ELEVENTH SECTION.

*North Penn Township, South Penn Township, and
Unincorporated Northern Liberties.*

Nathan Nathans, Broad street, below Germantown Rail-road

STANDING COMMITTEES AND OFFICERS
OF THE
BOARD OF CONTROLLERS OF PUBLIC SCHOOLS,
FIRST DISTRICT OF PENNSYLVANIA,
FOR 1850-51.

PRESIDENT.

GEORGE M. WHARTON.

SECRETARY.

ROBERT J. HEMPHILL.

Committee on High School.

George Emlen, Jr., Chairman, No. 98 south Fourth street.
James Peters, Poplar street, above Broad.
John Clouds, Marlborough street, below Franklin.
Daniel S. Beideman, No. 53 Vine street.
Thomas G. Hollingsworth, Walnut street, above Second.

Committee on Normal and Model Schools.

William S. Perot, Chairman, No. 120 Vine street.
John C. Smith, No. 9 Chatham street, above Buttonwood.
John H. Bringhurst, No. 671 north Second street.
William Larzelere, N. W. corner of Ridge Road and Green st.
Joseph Cowperthwait, No. 2 Mulberry Square, Arch street,
above Schuylkill Eighth street.

Committee on Accounts.

William Martin, Chairman, north room of Exchange, on Third st.
 John Clouds, Marlborough street, below Franklin.
 Nathan Nathans, Broad street, below Germantown Rail-ro.
 Thomas J. Herring, N. W. corner of Eleventh and Wallacets.
 Arthur G. Coffin, Walnut street, below Third.

Committee on Supplies.

William Larzelere, Chairman, N. W. corner of Ridge Road and
 Green street.
 Thomas G. Hollingsworth, Walnut street, above Second.
 George Emlen, Jr., No. 98 south Fourth street.
 William J. Reed, Tenth street, above Fitzwater, west side.
 Benjamin Morton, No. 123 Catharine street.

Committee on Property.

James Peters, Chairman, Poplar street, above Broad.
 Nathan Nathans, Broad street, below Germantown Rail-ro.
 Benjamin Baker, No. 226 north Fourth street.
 John H. Bringhurst, No. 671 north Second street.
 Joseph Cowperthwait, No. 2 Mulberry Square, Arch st and
 above Schuylkill Eighth street.

Committee on Grammar, Secondary, and Primary Schools.

John Clouds, Chairman, Marlborough street, below Franklin.
 Daniel S. Beideman, No. 53 Vine street.
 Benjamin Morton, No. 123 Catharine street.
 Thomas J. Molony, Kingsessing.
 Arthur G. Coffin, Walnut street, below Third.

Committee on Finance.

Benjamin Baker, Chairman, No. 226 north Fourth street.
 Isaac Pearson, Holmesburg.
 Arthur G. Coffin, Walnut street, below Third.

James Peters, Poplar street, above Broad.

John J. Meany, Shippen street, below Twelfth, and No. 117½
Third street, above Spruce.

Committee on Quarterly Reports.

William J. Reed, Chairman, Tenth street, above Fitzwater,
west side.

John C. Smith, No. 9 Chatham street, above Buttonwood.

Thomas J. Herring, N. W. corner of Eleventh and Wallace sts.

John Stallman, Chestnut Hill.

Alexander Greaves, No. 354 south Fourth street.

Committee on Library.

Daniel S. Beideman, Chairman, No. 53 Vine street.

William S. Perot, No. 120 Vine street.

John H. Bringhurst, No. 671 north Second street.

Thomas J. Molony, Kingsessing.

John Stallman, Chestnut Hill.

Committee on Expenses.

Alexander Greaves, Chairman, No. 354 south Fourth street.

William Martin, north room of Exchange, on Third street.

Isaac Pearson, Holmesburg.

Thomas J. Herring, N. W. corner of Eleventh and Wallace st.

John J. Meany, Shippen street, below Twelfth, and No. 117½
Third street, above Spruce.

 Controllers' Office, at the Athenæum, Sixth street below
Chestnut, Philadelphia.



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REPORT.

In conformity to the laws of the Commonwealth, the Controllers of the Public Schools of the First School District of Pennsylvania, present their Thirty-second Annual Report for the school year, ending June 30, 1850.

At the close of the last report the number of schools in the district was 250, teachers 696, and scholars 43,193. On the 30th of June, 1850, the number of schools was 256, teachers 727, and scholars 45,383, making an increase of 6 schools, 41 teachers, and 2,190 scholars.

The number and designation of the schools are 1 High School, 1 Normal School, 53 Grammar, 29 Secondary, 130 Primary, and 39 Unclassified.

In these schools are 23,706 male, and 21,677 female scholars, taught by 81 male, and 646 female teachers.

The above schools are under the direction of 23 Controllers, and 210 Directors, distributed throughout the eleven sections, comprising the City and County of Philadelphia.

The total amount of expenditure during the school year, was \$332,433 21, of this sum was expended :

For Salaries of teachers, - - - -	\$178,325 1
Rents, school houses, ground and water, -	19,933
Books and stationery, - - - -	36,213
Repairs and additions, - - - -	15,315
Fuel, furnaces and stoves, - - - -	13,422
Superintendence, cleaning and other expenses,	22,650
Furniture, - - - -	4,658
New school houses, - - - -	36,248
General expenses, - - - -	5,644
Total, - - - -	\$332,433

For particular items expended for the High and Normal schools, and the different sections, we refer to the account expenditures attached to this report, which has been examined and found correct by the Auditors of the County.

The amount expended throughout the year, exclusive of real estate and furniture, was \$291,526 58. If this sum be divided by the number of pupils, it shows the sum of \$6 42 as the expense for each pupil.

The amount expended for books and stationery is \$36,213 0. This sum averaged among the number of pupils, shows the sum of 79 cents and a fraction for each pupil.

The average number of pupils for each teacher is 62.

Last year the County Board having reduced the appropriation asked for \$29,014 59, put it out of the power of the Controller to erect any new buildings for school purposes, and obliged them to curtail the expenses, wherever it could be done without serious detriment to the schools; this year the appropriation having been allowed, contracts have been entered into for the erection of nine school houses, all of which are now about being finished.

Two are located in the First Section, one at the corner of Pine and Quince streets, the other in Cherry street, above Schuylkill	
Eight street, they are designed for Secondary schools, and cost - - - - -	\$12,550 00
One in the Fourth Section, in Schuylkill Sixth street, above Coates, for Secondary and Primary schools, and cost - - - - -	7,248 08
One in the Fifth Section, at Fox Chase, for an Unclassified school, and cost - - - - -	2,600 00
Two in Sixth Section, one at Olney, the other in the upper part of Manayunk, for Primary and Unclassified schools, and cost - - - - -	2,700 00
Two in the Seventh Section, one at Mantuaville, the other in Kingsessing, for Unclassified schools, and cost - - - - -	4,700 00
One in the Tenth Section, in Washington street, Kensington, for Secondary school, and cost -	3,884 50
One in the Eleventh Section, near the Falls of Schuylkill, for an Unclassified school, &c., and cost - - - - -	2,566 00
Total, - - - - -	\$36,248 58

To meet the wants of a large number of our population, who from their daily avocations have not an opportunity of attending our day schools, and who, for want of better employment in the evenings, associate in clubs and other societies, detrimental to their own and the public interest, the Controllers in January last, resolved to open night schools in each of the sections for male adults, from the age of 16 years and upwards. and appropriated the sum of two thousand dollars for that purpose. Although no specific appropriation was made for this object by the County Board, it was thought advisable to make the experiment, in hope of drawing in those who might otherwise be engaged in mischief.

We are happy to say the experiment has far exceeded the expectation of the Controllers, many more applied than could

be admitted, anxious to improve themselves in the prima branches of education.

If sufficient funds are appropriated, the Controllers intend extend these schools still further the coming winter.

The report of the principal of the High school, in the Appendix, shows the continued flourishing condition of this school.

The Normal School has been in successful operation through the year, and has fully met the expectations of its most sanguine friends. Already a number of the pupils have been elected teachers in several of our schools; and from their efficiency and aptness to teach, we may look to this school for a constant supply of teachers, not only well instructed in the different branches taught in our public schools, but capable also of imparting it to their pupils.

The Model School, in the same building with the Normal School, is a Grammar department for girls, and a Secondary for boys, and are both used for practice in teaching for the pupils of the Normal School.

Our schools have been continued with increasing interest by the Controllers and Directors, and we trust also by the people at large, their usefulness and efficiency is abundantly manifested from the great number annually emanating from them instructed in all the useful branches of education; and from the whole some discipline and moral training they receive, are fitted to become useful members of the community. Every year of their continuance, convinces us more and more of their importance and usefulness, although larger sums will be required annually to meet the wants of our growing population; yet it will be well spent, when we consider the great benefit to be derived from the intellectual and moral training of the many youth taught in our Public Schools.

By order of the Board,

JAMES PETERS, *President.*

Attested—R. J. HEMPHILL, *Secretary.*

NUMBER I.

COUNTY AUDITORS' REPORT.

TO THE HONORABLE THE JUDGES OF THE COURT OF COMMON PLEAS, IN AND FOR THE CITY AND COUNTY
OF PHILADELPHIA.

The Auditors of the said County respectfully Report:—

That the Accounts of the Controllers of the Public Schools of the First School District of Pennsylvania, have been referred to them for examination, and for their fiscal year, have been duly audited and found to be correct, from the first day of July, 1849, to the thirtieth day of June, 1850, and submit the following statements resulting therefrom, numbered 1, 2, and 3.

CHAS. B. REES,
WM. H. M'CALLA.
H. TUNISON,

County Auditors.

County Auditor's Office,
Philadelphia, August 31, 1850. }

CONTROLLERS' REPORT.

No. 1.

EXPENDITURES

For Account of Public Schools of First District of Pennsylvania, from July 1st, 1849, to June 30th, 1850, taken from Controllers' Ledger.

DATE OF ORDERS.	Salaries of Teachers, Grammar, Secondary, Primary and Unclassified	Rents, School Houses, Ground and Water.	BOOKS AND STATIONERY.	REPAIRS AND ADDITIONS.	FUEL, FURNACES AND STOVES.	Superintendence, Cleaning, and other Expenses.	FURNITURE.	SCHOOL HOUSES	TOTAL.
									Dolls. C
1850.									
June 30.									
High School,	\$12,200 00	195 00	871 71	225 78	269 41	1,806 22	32 25		15,000 37
Model " - - -	1,297 49	19 50	451 06	80 97	211 74	296 57	32 06		2,382 39
Normal " - - -	2,450 00		224 23			20 43			2,691 66
First Section, - - -	42,523 01	7,591 50	8,221 76	2,741 45	3,677 89	4,951 10	1,089 40	12,550 00	83,319 11
Second " - - -	18,561 57	2,306 42	4,357 72	531 55	1,791 58	2,427 65	369 02		30,315 51
Third " - - -	16,390 88	2,555 20	3,345 74	3,582 25	1,407 94	2,173 89	716 96		30,472 86
Fourth " - - -	18,909 08	1,859 45	4,427 31	2,251 72	1,274 79	2,550 98	1,266 68	7,248 08	39,788 09
Fifth " - - -	9,229 81	73 25	1,780 80	427 71	652 25	1,081 85	22 25	2,600 00	15,867 92
Sixth " - - -	10,535 36	871 25	1,977 88	417 61	682 09	1,170 17	62 75	2,700 00	18,417 14
Seventh " - - -	5,429 81	305 39	1,327 64	820 20	310 04	512 48	26 97	4,700 00	13,462 53
Eighth " - - -	1,031 25		123 88	33 31	78 71	58 87			1,326 05
Ninth " - - -	12,209 99	1,702 25	3,191 08	2,142 34	914 60	1,836 51	232 69		22,929 49
Tenth " - - -	17,183 66	1,156 30	3,478 10	844 33	1,253 94	1,989 09	380 02	3,881 50	30,169 91
Eleventh " - - -	10,373 93	1,297 80	2,428 16	1,216 62	887 74	1,475 13	437 00	2,566 00	20,682 38
* General Expenses,	178,325 84	19,933 31	36,213 07	15,315 90	13,442 72	22,650 97	4,658 05	36,248 58	326,788 44
									5,644 77
								Total,	332,433 21

* The items under the head of General Expenses, are for Salaries of the Secretary of the Board, and Assistance in the Office, Rent of

1850.	Dolls.	C	Dolls.	C.	1849.	Dolls.	C.
June 30, To expenditures for school purposes in the District, for the year, viz.:					July 1,		
For salaries of Teachers, -					" State of Pennsylvania ap-		
" Rents of School Houses, -	178,325	84			propriation, - - -	20,706	26
" Ground and Water, -	19,933	31			" County of Philadelphia	26,478	62
" Books and Stationery, -	36,213	07			appropriation, - - -	315,000	00
" Repairs and Additions, -	15,315	90					
" Fuel, Furnaces & Stoves, -	13,442	72					
" Superintendence, Clean-	22,650	97					
ing and other Expenses, -	4,658	05					
" Furniture, - - - - -	36,248	58					
" New School Houses, -			326,788	44			
" General Expenses, - - -			5,644	77			
" To balance, - - - - -			29,751	67			
			362,184	88			

No. 3.

Dr.	THE TREASURER OF THE COUNTY OF PHILADELPHIA.	CONTRA.	Cr.	
			Dolls.	C.
1849.				
July 1,	To balance, - - - - -			
	“ State of Pennsylvania, - - - - - \$26,478 62	By orders drawn from July 1, 1849, to June 30, 1850, - - - - -		473,561 35
	Less discount on relief notes, - - - - - 56 25			
			26,422 37	
1850.	“ County of Philadelphia appropriation, - - - - -		315,000 00	
June 30,	“ Cash, loans made by Board, in anticipation of the monthly instalments, - \$140,000 00			
	Less discount paid, 1,373 17			
		By balance, - - - - -	17,945 98	
			491,507 33	

NUMBER II.

SUMMARY

OF

SCHOOLS, TEACHERS, SCHOLARS,

CONTROLLERS AND DIRECTORS.

	SCHOOLS.						TEACHERS.			SCHOLARS.			Controllers.	Directors.	
	High School.	Normal.	Grammar.	Secondary.	Primary.	Unclassified.	Total.	Male.	Female.	Total.	Male.	Female.			Total.
Under the Controllers,	1	1	1	1			4	15	8	23	664	366	1030		
First Section, - -			14	5	30		49	7	178	185	5487	5318	10805	7	54
Second " - -			4	6	11	1	22	5	80	85	2165	2368	4833	3	24
Third " - -			4	4	18		26	2	73	75	2217	2255	4472	2	18
Fourth " - -			6	1	17		24	3	83	86	2694	2548	5242	3	21
Fifth " - -			5	1	5	11	22	13	19	32	1155	1057	2212	1	18
Sixth " - -			6		13	6	25	10	32	42	1988	1649	3637	1	18
Seventh " - -			2	1	3	10	16	7	13	20	830	648	1478	}	1 18
Eighth " - -						2	2	2	2	4	121	115	239		6
Ninth " - -			3	4	11	2	20	4	46	50	1710	1624	3334	2	12
Tenth " - -			4	3	15		22	2	79	81	2663	2273	4936	2	12
Eleventh " - -			4	3	9	8	24	11	33	44	1709	1456	3165	1	9
Totals.	1	1	53	29	132	40	256	81	646	727	23706	21677	45383	23	210

NUMBER III.

NAMES OF PROFESSORS AND TEACHERS, WITH THE SALARIES AND ATTENDANCE AT THE SCHOOL.

CENTRAL HIGH SCHOOL.

Juniper street, above Chesnut.

Boys.—Total 507. Average attendance 491.

John S. Hart, Principal, and Professor of Moral, Mental and Political Science,	\$2,000 0
William Vogdes, Professor of Practical Mathematics,	1,350 0
E. Otis Kendall, Professor of Theoretical Mathematics and Astronomy,	1,350 0
James Rhoads, Professor of History and Belles Lettres,	1,350 0
Henry McMurtrie, Professor of Natural History,	1,350 0
Henry Haverstick, Professor of Latin and Greek,	1,100 0
F. A. Brégy, Professor of French and Spanish,	1,000 0
George J. Becker, Professor of Drawing, Writing and Book-keeping,	1,100 0
Martin H. Boyé, Professor of Chemistry and Natural Philosophy,	650 0
James A. Kirkpatrick, first assistant,	600 0
Frederick G. Heyer, second do	400 0
Daniel W. Howard, third do	300 0

NORMAL SCHOOL.

*Chester street, above Race.**Girls.*—Total 136. Average attendance 129.

AT. W. Wright, Principal,	\$1,000 00
Mry E. Houpt, Teacher of Grammar, &c.,	300 00
Mry E. Brown, Teacher of Reading, &c.,	300 00
Aha Vanarsdalen, Teacher of Arithmetic, &c.,	300 00
Mry E. Tazewell, Teacher of History, &c.,	300 00
EW. Mumford, Teacher of Drawing,	150 00
Gorge Kingsley, Teacher of Music,	150 00

MODEL SCHOOLS.

*Chester street, above Race.**Boys' Grammar School.*—Total 230. Average attendance 200.

Sly F. Dawes, Principal.	\$500 00
Mry Hunt, assistant,	250 00

Boys' Secondary School.—Total 157. Average attendance 140.

Mrtha C. Brodie, Principal.	\$300 00
Mrgaret Bell, assistant.	200 00

First Section.

LOCUST STREET SCHOOLS.

Corner of Twelfth and Locust.

Boys' Grammar School.—Total 299. Average attendance 2.

William S. Cleavenger, Principal,	\$1,000
Sarah McGonagle, first assistant,	250
Ellen E. Robb, second do	220
Emma H. Gillingham, third do	200
Bernice Bell, fourth do	180

Girls' Grammar School.—Total 265. Average attendance 2.

Catharine Gillingham, Principal,	500
Anna C. Forehand, first assistant,	250
Caroline Gillingham, second do	220
Cora M. Wright, third do	200
Josephine Barclay, fourth do	180

ZANE STREET SCHOOLS.

Zane street, between Seventh and Eighth, and Market and Ar

Boys' Grammar School.—Total 290. Average attendance 2.

John H. Brown, Principal,	1,000
Margaret W. Struthers, first assistant,	250
Adeline J. Cummings, second do	220
Eliza A. Bellingham, third do	200
Maria L. Newell, fourth do	180

Gis' Grammar School.—Total 270. Average attendance 263.

Lyla C. Smith, Principal,	\$500 00
Fany Stockton, first assistant,	250 00
Kæ McCay, second do	220 00
Maion Gladding, third do	200 00
Arelia H. White, fourth do	180 00

LOMBARD STREET SCHOOLS.—*Colored.*

Sixth street, near Lombard.

Bos' Grammar School.—Total 207. Average attendance 199.

Jænes M. Bird, Principal,	1,000 00
An Poultney, first assistant,	250 00
Mry Redditt, second do	220 00
Alie Snelbaker, third do	200 00

Gls' Grammar School.—Total 238. Average attendance 196.

Mria C. Hutton, Principal,	500 00
Mry B. Harrison, first assistant,	250 00
Enice B. Pearson, second do	220 00

NORTH EASTERN SCHOOLS.

New street, near Second and Vine streets.

Boys' Grammar School.—Total 284. Average attendance 260.

Gorge A. Piper, Principal,	1,000 00
Strah D. Tennent, first assistant,	250 00
Emeline Mecaskey, second do	220 00
Sisannah M. Bladen, third do	200 00
Lary A. B. Truxton, fourth do	180 00

Girls' Grammar School.—Total 272. Average attendance 21.

Belinda Taylor, Principal,	\$500	)
Elizabeth S. Ridgely, first assistant,	250	)
Mary Rice, second do	220	)
Mary A. Taylor, third do	200	)
Emma M. Pancoast, fourth do	180	)

NORTH WESTERN SCHOOLS.

Race street, near Schuylkill Eighth street.

Boys' Grammar School.—Total 274. Average attendance 21.

William W. Wood, Principal,	\$1,000	)
Sarah L. Lodor, first assistant,	250	)
Sarah A. Alcorn, second do	220	)
Sarah C. Wood, third do	200	)
Anna Maria Morgan, fourth do	180	)

Girls' Grammar School.—Total 286. Average attendance 20.

Elizabeth B. Bond, Principal,	500	)
Anna Berrett, first assistant,	250	)
Lydia A. McGlathery, second assistant,	220	)
Mary H. McEwen, third do	200	)
Mary E. Shaw, fourth do	180	)

SOUTH EASTERN SCHOOLS.

Front street, below Pine.

Boys' Grammar School.—Total 222. Average attendance 20.

Philip A. Cregar, Principal,	\$1,000	)
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TEACHERS, SALARIES, ATTENDANCE, ETC.

23

Emma Lloyd, first assistant,	\$250 00
Sarah E. Coates, second do	220 00
Luz M. Aldrich, third do	200 00

Gis' Grammar School.—Total 287. Average attendance 250.

Sam D. Johnston, Principal,	500 00
Elizabeth B. Johnston, first assistant,	250 00
Sarah A. Campbell, second do	220 00
Catharine L. Prescott, third do	200 00
Erna M. Bewley, fourth do	180 00

SOUTH WESTERN SCHOOLS.

Ashton street, near Lombard and Schuylkill Front.

Bis' Grammar School.—Total 203. Average attendance 200.

Jones C. Fisher, Principal,	\$1,000 00
Mary Ann McKissick, first assistant,	250 00
Anne G. Walker, second do	220 00
Charine Ross, third do	200 00

Girls' Grammar School.—Total 221. Average attendance 203.

Margaret H. Burrows, Principal,	500 00
Elizabeth Farnum, first assistant,	250 00
Frances B. McCollin, second do	220 00
Liza A. Johnston, third do	200 00

SECONDARY SCHOOLS.

Boys' Secondary School, Cherry street, above Fifth.

Total 267. Average attendance 247.

P. R. H. Barnes, Principal,	\$300 0
Elizabeth A. Kennedy, first assistant,	200 0
Margaret S. Stewart, second do	150 0
Caroline Nutt, third do	125 0
Caroline E. Schetky, fourth do	125 0

Girls' Secondary School, Zane street, above Seventh.

Total 261. Average attendance 249.

Eleanor A. Jones, Principal,	300 0
Emily P. Mogridge, first assistant,	200 0
Jane Barry, second do	150 0
Charlotte F. Jones, third do	125 0
Caroline Williamson, fourth do	125 0

Secondary School, Race street, above Broad.

Boys 180, Girls 200.

Total 380. Average attendance 333.

Elizabeth Doughty, Principal,	300 0
Sarah J. Maxwell, first assistant,	200 0
Mary Ford, second do	150 0
Elizabeth Moore, third do	125 0
Sarah J. Kirkpatrick, fourth do	125 0
Emily Hale, fifth do	125 0

Secondary School, Front street, below Pine.

Boys 92, Girls 87.

Total 179. Average attendance 171.

Harriet E. Stockley, Principal,	300 0
Elizabeth C. Rogers, first assistant,	200 0
Ann Heppard, second do	150 0

Secondary School, Ashton street, above Lombard.

Boys 130, Girls 187.

Total 317. Average attendance 262.

May C. Fithian, Principal,	\$300 00
My Jane Guy, first assistant,	200 00
Hannah Rafsnyder, second assistant,	150 00
My A. Holt, third do	125 00
Margdaline V. Scott, fourth do	125 00

PRIMARY SCHOOLS.

N. 1.—Pear street, below Third.

Boys 124, Girls 90. Total 214. Average attendance 210.

Margtha I. Keate, Principal,	\$250 00
My A. Rotenbury, first assistant,	200 00
Stah E. Stevenson, second do	150 00
Amelia M. Clark, third do	125 00

N. 2.—New street, between Front and Second.

Girls, total 245. Average attendance 214.

Ennah Taylor, Principal,	250 00
Maria C. Bladen, first assistant,	200 00
Emma V. Souder, second do	150 00
Joe M. Newland, third do	125 00

N. 3.—Lombard street, above Eleventh.

Boys 123, Girls 119, total 242. Average attendance 204.

Mary J. Poalk, Principal,	250 00
Stah A. Haddock, first assistant,	200 00
Elizabeth M. Schetky, second do	150 00
Lebecca Smeidel, third do	125 00

No. 4.—Thirteenth street, below Vine.

Girls, total 219. Average attendance 202.

Margaretta E. McCollin, Principal,	\$250)
L. Elvira Lewis, first assistant,	200)
Margaret Dick, second do	150)
Hettie C. Lewis, third do	125)

No. 5.—Fourth street, below Chestnut.

Girls, total 170. Average attendance 147.

G. M. S. P. Cook, Principal,	250
Sarah Benner, first assistant,	150
Frances A. Farrell, second assistant,	125

No. 6.—Cherry street, above Fifth.

Boys, total 184. Average attendance 157.

Charlotte H. Follansbee, Principal,	250 (
Rebecca S. Burrows, first assistant,	150 (
Orrilla Moody, second do	125 (

No. 7.—Cherry street, above Sixth.

Girls, total 137. Average attendance 120.

Lydia M. Garretson, Principal,	250 0
Mary E. Shearer, assistant,	125 0

No. 8.—Sterling alley, rear of German Reformed Church.

Boys 41, Girls 132, total 173. Average attendance 160.

Mary A. Dillingham, Principal,	250 00
Harriet Stille, first assistant,	150 00
Elizabeth Stanley, second do	125 00

No. 9.—Schuylkill Third, below Walnut.

Boys 140, Girls 199, total 339. Average attendance 284.

Jane Henri, Principal,	\$250 00
Hannah J. Richardson, first assistant,	200 00
Sarah T. Richards, second do	150 00
Mary Jane Thompson, third do	125 00
Annie Wilson, fourth do	125 00

No. 10.—St. Mary street, between Sixth and Seventh.

Boys 115, Girls 86, total 201. Average attendance 151.

Rebecca G. J. Prescott, Principal,	250 00
Elizabeth Neely, first assistant,	150 00
Susan Campbell, second do	125 00

No. 11.—Rear of St. Andrew's Church, Eighth st., above Spruce.

Boys 153, Girls 84, total 237. Average attendance 193.

Hannah M. Hastings, Principal,	250 00
Elizabeth M. Nicholson, first assistant,	200 00
Sarah M. Breed, second do	150 00
Elizabeth E. Gilbert, third do	125 00

No. 12.—Lombard street, between Schuylkill Fifth and Sixth.

Boys, total 224. Average attendance 205.

Rebecca E. Rafsnyder, Principal,	250 00
Emeline Hoopes, first assistant,	200 00
Martha Black, second do	150 00
Mary Scott, third do	125 00

No. 13.—North-west corner of Schuylkill 8th and Market street.

Boys 87, Girls 87, total 174. Average attendance 166.

Lucy C. Dickey, Principal,	250 00
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Amanda Dorff, first assistant,	\$15 00
Mary Bradbury, second do	12 00

No. 14.—Filbert street, above Eighth.

Boys 134, Girls 126, total 260. Average attendance 221

Anna Megonigle, Principal,	25 00
Catharine Eckfeldt, first assistant,	200 00
Eliza C. Endress, second do	150 00
Julia M. Goodman, third do	125 00

No. 15.—North-west corner Schuylkill Fifth and Market street.

Boys, total 245. Average attendance 230.

Mary A. Skerrett, Principal,	250 00
Fidelia V. Boswell, first assistant,	200 00
Mary M. Powell, second do	150 00
Elizabeth B. Fowler, third do	125 00

No. 16.—Schuylkill Seventh, near George street.

Girls, total 114. Average attendance 103.

Anne Chasteney, Principal,	250 00
Alice T. Hickey, assistant,	125 00

No. 17.—Schuylkill Seventh, near George street.

Boys, total 168. Average attendance 159.

Rebecca Britton, Principal,	250 00
Rebecca Dorff, first assistant,	150 00
Harriet M. Earns, second do	125 00

No. 18.—Locust street, below Twelfth.

Boys, total 118. Average attendance 106.

Susanna Scriminger, Principal,	250 00
Annie M. Harris, assistant,	125 00

No. 9.—Corner of Locust and Twelfth.

Girls, total 116. Average attendance 108.

Margaret Simpson, Principal,	\$250 00
Mary J. Houston, assistant,	125 00

No. 20.—Broad street, below Race, west side.

Boys 151, Girls 93, total 244. Average attendance 207.

Henrietta Holmes, Principal,	250 00
Brejessa Crossin, first assistant,	200 00
Anna J. Philson, second do	150 00
Clarissa F. Jones, third do	125 00

No. 21.—Fries' court, Eleventh street, above Market.

Boys, total 163. Average attendance 155.

Mary R. Dickey, Principal,	250 00
Catharine McKee, first assistant,	150 00
Emeline Bernard, second do	125 00

No. 22.—Fries' court, Eleventh street, above Market.

Girls, total 162. Average attendance 143.

Sally Wheeler, Principal,	250 00
Harriet W. Storrs, first assistant,	150 00
Ann Jane Simpson, second do	125 00

No. 23.—North-east corner of Green's court, Pine, below Fifth.

Girls, total 126. Average attendance 107.

Mary Scollin, Principal,	250 00
Margaret Cochran, assistant,	125 00

No. 24.—New street, below Second.

Boys, total 223. Average attendance 206.

Sarah G. Folansbee, Principal,	\$25 00
Catharine McClellan, first assistant,	20 00
Margaret Southgate, second do	15 00
Ann Eliza Long, third do	12 30

No. 25.—North-west corner of Thirteenth and Race street.

Boys, total 183. Average attendance 152.

Mary S. Smith, Principal,	250 00
Rachel N. Thoburn, first assistant,	150 00
Sarah McNutt, second do	125 00

No. 26.—Lombard street, above Fourth.

Boys, total 128. Average attendance 121.

Ann Jane McKee, Principal,	250 00
Anna Sinexon, assistant,	125 00

No. 27.—Fourth street, below Chestnut.

Boys, total 170. Average attendance 151.

Kate F. Berresford, Principal,	250 00
Adelaide A. Knorr, first assistant,	150 00
Elizabeth G. Perrine, second do	125 00

No. 28.—Lombard street, near Schuylkill Third.

Girls, total 228. Average attendance 201.

Jane Chastaney, Principal,	250 00
Sarah J. Jones, first assistant,	200 00
Agnes D. Struthers, second assistant,	150 00
Susan Cunningham, third do	125 00

No. 29.—Schuylkill Sixth street, below Race.

Girls, total 211. Average attendance 205.

Mary Seeds, Principal,	\$250 00
Sarah H. Flanigen, first assistant,	200 00
Louisa K. Bryant, second do	150 00
Caroline B. Thompson, third do	125 00

No. 30.—Pine street, below Schuylkill Second.

Boys, total 185. Average attendance 158.

Dorcas E. Wright, Principal,	250 00
Aurelia M. West, first assistant,	150 00
Catharine E. Earns, second do	125 00

Second Section.

MADISON SCHOOLS.

New Market street, above Noble.

Boys' Grammar School.—Total 259. Average attendance 253.

William J. Cushman, Principal,	\$1,000 00
Nath Lewis, first assistant,	250 00
Nath Spering, second do	220 00
Sam Gibbons, third do	200 00
Isabel Campbell, fourth do	180 00

Girls' Grammar School.—Total 280. Average attendance 251.

A. Claudine Roy, Principal,	500 00
Elabeth Woolman, first assistant,	250 00
Catharine E. Goodman, second do	220 00
Eveline Barker, third do	200 00
Caroline Bladen, fourth do	180 00

JEFFERSON SCHOOLS.

*Fifth street, above Poplar street.**Boys' Grammar School.*—Total 275. Average attendance 66.

Zephaniah Hopper, Principal,	\$1,00 00
Mary A. E. Brady, first assistant,	25 00
Kate P. Romney, second do	22 00
Sarah B. Mason, third do	20 00
Amanda S. Cavender, fourth do	18 00

Girls' Grammar School.—Total 274. Average attendance 59

Sarah Ann Sleeper, Principal,	50 00
Lucretia M. Brown, first assistant,	25 00
Almena Cummins, second do	22 00
Sarah Jackson, third do	20 00
Martha Anstice, fourth do	18 00

SECONDARY SCHOOLS.

Madison Boys' Secondary School, No. 1.—New Market street

Total 272. Average attendance 257.

Adam Schank, Principal,	45 00
Rebecca H. G. Pierce, first assistant,	20 00
Louisa Humphrey, second do	15 00
Eliza S. Miller, third do	12 00
Caroline Reed, fourth do	12 00

Mifflin Boys' Secondary School, No. 2.—Third st., above Brown

Total 280. Average attendance 269.

G. B. Stockdale, Principal,	45 00
Sarah S. Bassett, first assistant,	20 00
Catharine S. Grunder, second assistant,	15 00
Mary G. Bunting, third do	12 00
Jane Sleeper, fourth do	12 00

Min Girls' Secondary School, No. 3.—Third st. above Brown.

Total 288. Average attendance 278.

Hannah W. Steel, Principal,	\$300 00
Rebecca P. Sleeper, first assistant,	200 00
Ellis S. Hogan, second do	150 00
May B. Choate, third do	125 00
Susan L. Bender, fourth do	125 00

Girls' Secondary School, No. 4.—Dillwyn st., below Callowhill.

Total 256. Average attendance 228.

Elizabeth Paxson, Principal,	300 00
May W. Trotter, first assistant,	200 00
Ann J. Stout, second do	150 00
May S. Smith, third do	125 00

Secondary School, No. 5.—Commissioners' Hall, Third street, below Green.

Boys 57, Girls 66, total 123. Average attendance 105.

Ella A. Deklyne, Principal,	300 00
Emma Belsterling, assistant,	150 00

Secondary School, No. 6.—Randolph street, above Brown.

Boys 114, Girls 116, total 230. Average attendance 211.

Henrietta C. Meyers, Principal,	300 00
Just V. Manderson, first assistant,	200 00
Agnes E. Ashman, second do	150 00
James G. DeHart, third do	125 00

Liberts Vaux Colored School.—Brown street, above Fourth.

Boys 96, Girls 58, total 154. Average attendance 94.

David R. Murrell, Teacher,	400 00
Stanna Maddock,	125 00

PRIMARY SCHOOLS.

No. 1.—New Market street, above Brown.

Boys, total 162. Average attendance 158.

Sarah L. Burrows, Principal.	\$250)
M. E. Boyle, first assistant,	150)
Kate Wagner, second do	125)

No. 2.—Brook street, below Brown.

Boys 126, Girls 127, total 253. Average attendance 237

Rachel Beans, Principal,	250 0
Lizzie W. Gouley, first assistant,	200 0
Matilda L. Witsel, second do	150 0
Elizabeth H. Tomlin, third do	125 0

No. 3.—New Market street, above Vine.

Boys 96, Girls 65, total 161. Average attendance 143.

Margaret Katz, Principal,	250 0
Susanna Cloua, first assistant,	150 0
Mary Ryder, second do	125 0

No. 4.—Apple street, above Brown.

Boys 120, Girls 120, total 240. Average attendance 215

Rachel Dick, Principal,	250 0
Anna P. Sidleman, first assistant,	200 0
Sarah A. Hershberger, second assistant,	150 0
Elizabeth Hogan, third do	125 0

No6.—S. E. corner Dilwyn and Green.

Boys 115, Girls 115, total 230. Average attendance 225.

Esther W. Clark, Principal,	\$250 00
Caroline C. Fiss, first assistant,	200 00
Ann A. Sweeney, second do	150 00
Rebecca J. Harris, third do	125 00

No3.—Old York Road, above Willow street.

Boys 69, Girls 61, total 130. Average attendance 115.

Mary A. Gouley, Principal,	250 00
E. Virginia Roderfield, assistant,	125 00

No7.—Charlotte street, above Poplar.

Boys, total 173. Average attendance 158.

Helen M. Bald, Principal,	250 00
Anna K. Whiteman, first assistant,	150 00
Sarah Jane Plumly, second do	125 00

No8.—Charlotte street, above Poplar.

Girls, total 157. Average attendance 153.

Caroline W. Pierce, Principal,	250 00
Anna M. Hubeli, first assistant,	150 00
Lillie A. Kimber, second do	125 00

No9.—New Market street, above Noble, west side.

Boys 89, Girls 59, total 148. Average attendance 142.

Anna B. Little, Principal,	250 00
Sarah J. Curtis, first assistant,	200 00
Frances E. Fithian, second assistant,	150 00

No. 10.—New Market street, above Brown.

Girls, total 170. Average attendance 150.

L. Cynthia Lewis, Principal,	\$250
Harriet M. Plumly, first assistant,	150
Rachel Thomas, second do	125

No. 11.—Fifth and Poplar streets.

Boys 162, Girls 156, total 318. Average attendance 303.

Ellen S. Knox, Principal,	250
Sarah C. Johnson, first assistant,	200
Mary J. McStravick, second do	150
Rachel M. Jackson, third do	125
Elizabeth Hicks, fourth do	125
Amanda Conway, fifth do	125

Third Section.

MOUNT VERNON GRAMMAR SCHOOLS.

Catharine street, above Third.

Boys, total 223. Average attendance 205.

Samuel F. Watson, Principal,	\$1,000
Elizabeth A. Allen, first assistant,	250
Isabella Allen, second do	220
Elizabeth A. Lloyd, third do	200

Girls, total 236. Average attendance 214.

Mary C. Nayle, Principal,	500
Deborah Jones, first assistant,	250
Amanda D. Eyre, second do	220
Rebecca Martin, third do	200

WECCACOE GRAMMAR SCHOOLS.

Corner of Second and Reed streets.

Boys, total 224. Average attendance 197.

Jon Joyce, Principal,	\$1,000 00
Mry A. McCune, first assistant,	250 00
Mrtha H. James, second do	220 00
Elizabeth Mooney, third do	200 00

Girls, total 231. Average attendance 205.

Elizabeth H. Moyn, Principal,	500 00
Stah A. Sandgran, first assistant,	250 00
Harrietta McKay, second do	220 00
Aigail Rice, third do	200 00

SECONDARY SCHOOLS.

N. 1.—Third street, near Catharine street.

Girls, total 220. Average attendance 202.

Mary Craycroft, Principal,	\$300 00
Mary R. Traner, first assistant,	200 00
Cornelia M. Saunders, second assistant,	150 00
Anna K. Neath, third do	125 00

N. 2.—Fifth street, south of Washington street.

Boys, total 237. Average attendance 217.

Eliza H. Parker, Principal,	300 00
Martha M. Manderfield, first assistant,	200 00
Margaret L. McIlvain, second do	150 00
Emily N. Eaton, third do	125 00

No. 3.—Queen street, east of Second street.

Boys, total 233.	Average attendance 208.	
Helen Simpson, Principal,		\$300)
Margaret Ritter, first assistant,		200)
Ann Thompson, second do		150)
Julia F. Evans, third do		125)

No. 4.—South-east corner of Second and Reed street.

Girls, total 276.	Average attendance 251.	
Margaret Martin, Principal,		300
Elizabeth Robertson, first assistant,		200
Annie McKay, second do		150
Martha A. Winslow, third do		125
Clara A. Oram, fourth do		125

PRIMARY SCHOOLS.

No. 1.—Queen street, below Sixth.

Boys, total 80.	Average attendance 73.	
Sarah Walnut, Teacher,		\$250)

No. 2.—Catharine street, above Third.

Boys, total 131.	Average attendance 108.	
Eleanor Notson, Principal,		250)
Elizabeth J. Metz, assistant,		125)

No. 3.—Queen street, below Sixth.

Girls, total 87.	Average attendance 74.	
Elizabeth T. Fitzgerald, Teacher,		250 0

No. 4.—Washington Market Place.

Girls, total 233.	Average attendance 204.	
Anna M. Esler, Principal,		250 00
Louisa L. Warwick, first assistant,		200 00
Elizabeth Robertson, second do		150 00
Martha V. Field, third do		125 00

N. 5.—Queen street, above Second.

Boys 85, Girls 65, total 150. Average attendance 129.

Elizabeth Ardis, Teacher,	\$250 00
Sarah Ricords, assistant,	125 00

N. 6.—Catharine street, above Third.

Girls, total 120. Average attendance 108.

Ann M. Terris, Principal,	250 00
Elizabeth Tewksberry, assistant,	125 00

N. 7.—Boon street.

Girls, total 120. Average attendance 104.

Susan D. Beck, Principal,	250 00
Susan Coates, assistant,	125 00

N. 8.—Washington Market Place.

Boys, total 238. Average attendance 220.

Sarah P. McMullin, Principal,	250 00
Mary P. Martin, first assistant,	200 00
Mary S. Oram, second do	150 00
Lydia K. Ritter, third do	125 00

N. 9.—Plum street, below Third.

Girls, total 120. Average attendance 101.

Mary P. Tewksberry, Principal,	250 00
Emma Connor, assistant,	125 00

N. 10.—Newton street, below Carpenter.

Boys, total 130. Average attendance 81.

Sarah L. Holland, Teacher,	250 00
Elizabeth Cooper, assistant,	125 00

No. 11.—Newton street, below Carpenter.

Girls, total 130. Average attendance 80.

Jane K. McFarlan, Teacher,	\$250 0
Emma M. Stites, assistant,	125 0

No. 12.—Fifth street, below Washington.

Boys, total 235. Average attendance 210.

Joanna Brooks, Principal,	250)
Eliza Boyle, first assistant,	200)
Henrietta K. Silbert, second assistant,	150)
Eliza Franklin, third do	125)

No. 13.—Fifth street, below Washington.

Girls, total 244. Average attendance 204.

Ellenor E. Sandgran, Principal,	250
Martha A. Quigley, first assistant,	200
Charlotte E. McFarlan, second do	150
Elizabeth Seyfert, third do	125

No. 14.—Third street, below Carpenter.

Girls, total 128. Average attendance 109.

Sally Ann Harrison, Principal,	250 (
Mary A. McLean, assistant,	125 (

No. 15.—Plum street, below Third.

Boys, total 120. Average attendance 102.

Juliet F. Tewksberry, Principal,	250 0
Annie Coats, assistant,	125 0

No. 16.—Boon street.

Boys, total 128. Average attendance 103.

Ann Eliza Willis, Principal,	250 00
H. A. E. Reynolds assistant,	125 00

No17.—Third street, below Carpenter.

Boys, total 128. Average attendance 107.

Sarah Jane Pearson, Principal,	\$250 00
Margaret L. Franklin, assistant,	125 00

No18.—Corn street, below Reed, (Colored.)

Boys 25, Girls 45, total 70. Average attendance 50.

Sarah L. Peltz, Teacher,	250 00
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Fourth Section.

MONROE SCHOOLS.

Buttonwood street, below Eleventh.

Boys' Grammar School.—Total 263. Average attendance 252.

B. E. Chamberlin, Principal,	\$1,000 00
E. Bomeisler, first assistant,	250 00
Charlotte M. Morgan, second assistant,	220 00
M. R. Cannon, third do	200 00
M. W. Shurlock, fourth do	180 00

Girls' Grammar School.—Total 298. Average attendance 278.

J. A. Byrne, Principal,	500 00
M. A. Wallace, first assistant,	250 00
A. M. Shoch, second do	220 00
F. A. Gaw, third do	200 00
F. Halloway, fourth do	180 00

HANCOCK SCHOOLS.

*Coates street, above Twelfth.**Boys' Grammar School.*—Total 286. Average attendance 4

Nicholas H. Maguire, Principal,	\$1,000 00
Cecilia J. Smith, first assistant,	250 00
Anne Jones, second do	220 00
Sarah P. Read, third do	200 00
Rachel Bond, fourth do	180 00

Girls' Grammar School.—Total 270. Average attendance 2

Margaret L. Coombs, Principal,	500 00
Eliza A. George, first assistant,	250 00
Rebecca A. Schank, second do	220 00
Annie Kennedy, third do	200 00
Louisa M. Henck, fourth do	180 00

LIVINGSTON SCHOOLS.

*Nixon street, above Callowhill street.**Boys' Grammar School.*—Total 199. Average attendance 1

George Yeager, Principal,	700 00
Hannah Y. Pickands, first assistant,	200 00
Annie M. Mossop, second do	175 00

Girls' Grammar School.—Total 243. Average attendance 21

Mary A. Clayton, Principal,	500 00
Rebecca J. Bolton, first assistant,	250 00
E. Clendenon, second do	220 00
C. A. Potter, third do	200 00

HANCOCK SECONDARY SCHOOL.

Coates street, above Twelfth.

Boys 171, Girls 176, total 347. Average attendance 307.

May Emma Edgar, Principal,	\$300 00
Elizabeth A. Frank, first assistant,	200 00
Rebecca L. Gilbert, second do	150 00
Hilda E. Wentz, third do	125 00
John A. Whaland, fourth do	125 00
John McDowell, fifth do	125 00

PRIMARY SCHOOLS.

No. 1.—Buttonwood street, below Eleventh, rear of the
Grammar School.

Boys, total 288. Average attendance 242.

Maria B. Paxson, Principal,	250 00
Elizabeth Stagg, first assistant,	200 00
Elizabeth Jeffries, second do	150 00
Sarah Wilson, third do	125 00

No. 2.—Same Building.

Girls, total 289. Average attendance 230.

Sarah L. Jeffries, Principal,	250 00
Ellen A. Potter, first assistant,	200 00
Eunice E. Belknap, second do	150 00
Elizabeth L. Reed, third do	125 00

No. 3.—Nixon street, above Callowhill.

Boys, total 305. Average attendance 268.

Rachel W. Hoffman, Principal,	\$250 00
M. L. Beck, first assistant,	200 00
Sarah J. McCune, second assistant,	150 00
Mary Leisen, third do	125 00
C. Clark, fourth do	125 00

No. 4.—Franklin street, above Green.

Boys, total 228. Average attendance 212.

Sarah H. Haines, Principal,	250 00
Mary A. Jeffries, first assistant,	200 00
Martha A. Ensor, second do	150 00
M. E. Wilkinson, third do	125 00

No. 5.—Marshall street, above Green.

Girls, total 105. Average attendance 101.

M. M. Hannings, Principal,	250 00
A. H. Hannings, assistant,	125 00

No. 6.—Corner of Eighth and Buttonwood streets.

Girls, total 122. Average attendance 106.

Mary A. Zeigler, Principal,	250 00
Caroline Shreeve, assistant,	125 00

No. 7.—Seventh street, below Callowhill.

Boys 143, Girls 85, total 228. Average attendance 197.

Amanda Audenried, Principal,	250 00
Eliza Warr, first assistant,	200 00
Susan Tomlinson, second assistant,	150 00
Elizabeth Lehman, third do	125 00

03.—Brown street, above Eleventh.

Boys 65, Girls 80, total 145. Average attendance 118.

B. M. Gartland, Principal,	\$250 00
Catharine B. Ealer, assistant,	125 00

09.—Schuylkill Sixth street, above Coates.

Boys 131, Girls 123, total 254. Average attendance 165.

Mary K. Burns, Principal,	250 00
Emeline S. Frank, first assistant,	150 00
Eliza A. Fiegel, second assistant,	125 00

10.—Corner of Twelfth and Brown streets.

Boys 149, Girls 107, total 256. Average attendance 227.

Margaret Ealer, Principal,	250 00
Anna E. Keel, first assistant,	200 00
Harriet Schneider, second do	150 00
Ellen Knorr, third do	125 00

11.—Callowhill street, above Schuylkill Eighth.

Boys, total 125. Average attendance 110.

Amelia L. Maberry, Principal,	250 00
Caroline N. Hood, assistant,	125 00

12.—Same Building.

Girls, total 118. Average attendance 113.

Margaret B. Ash, Principal,	250 00
Frances Gotwals, assistant,	125 00

No. 13.—Thirteenth street, above Wallace.

Boys 112, Girls 78, total 190. Average attendance 16

Wilhelmina Fiegel, Principal,	\$25 00
Anna E. Williams, first assistant,	15 00
Sarah M. Knorr, second assistant,	12 00

No. 14.—North-east corner of Twelfth and Wistar streets.

Boys, total 191. Average attendance 161.

Amelia Goudkop, Principal,	250 00
Rebecca E. Burch, first assistant,	150 00
Louisa D. Worrell, second do	125 00

No. 15.—Same Building.

Girls, total 206. Average attendance 155.

Eleanor G. Scull, Principal,	250 00
Caroline A. Porter, first assistant,	150 00
Caroline C. Willis, second do	125 00

No. 16.—Church street, near Nixon.

Girls, total 171. Average attendance 161.

Anna M. Hand, Principal,	250 00
Margaret A. Potter, first assistant,	150 00
Catharine V. Megary, second do	125 00

No. 17.—Parrish street, below Eighth.

Boys 84, Girls 77, total 161. Average attendance 154.

Ann Clendenon, Principal,	250 00
Sarah E. Smith, first assistant,	150 00
Margaret A. Ash, second do	125 00

Fifth Section.**MARSHALL SCHOOLS,***Frankford.**Boys' Grammar School.*—Total 130. Average attendance 103.

William H. Wood, Principal,	\$600 00
William R. Markel, assistant,	200 00

Girls' Grammar School.—Total 117. Average attendance 86.

Marine P. Waterman, Principal,	350 00
Elizabeth K. Bird, assistant,	200 00

Secondary School.—Boys 123, Girls 143, total 266.

Average attendance 215.

My A. Stratton, Principal,	300 00
Edelia Durns, first assistant,	200 00
John Rorer, second do	150 00
Margaret McCall, third do	125 00

Primary School.—Boys 38, Girls 41, total 79.

Average attendance 71.

Euphine Arnold, Teacher,	200 00
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COLUMBIA CONSOLIDATED SCHOOLS,*Holmesburg.**Grammar School.*—Boys 62, Girls 66, total 128.

Average attendance 98.

Frederick J. Waterman, Principal,	600 00
John Shade, assistant,	200 00

Primary School.—Boys 60, Girls 54, total 114.

Average attendance 80.

Marine S. Bailey, Principal,	250 00
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HOLME CONSOLIDATED SCHOOLS,

*Collegeville, above Holmesburg.**Grammar School.*—Boys 80, Girls 60, total 140.

Average attendance 75.

J. W. Wheatland, Principal,

\$600 00

Sarah A. Bender, assistant,

150 00

Primary School.—Same Building. Boys 34, Girls 33, total 67.

Average attendance 45.

Caroline M. Lewis, Teacher,

200 00

FAYETTE CONSOLIDATED SCHOOLS,

*Bustleton.**Grammar School.*—Boys 75, Girls 57, total 132.

Average attendance 87.

Charles Hoag, Principal,

600 00

Jane S. Pattison, assistant,

200 00

Primary School.—Same Building. Boys 92, Girls, 96, total 188.

Average attendance 111.

Jane Caroline Strickland, Principal,

250 00

Sarah Comly, assistant,

125 00

Frankford School, (Colored) upper end of Frankford.

Boys 17, Girls 18, total 35. Average attendance 24.

William Coffee, Teacher,

200 00

Washington School, (Unclassified,) near Oxford Church, above
Frankford.

Boys 42, Girls 38, total 80. Average attendance 50.

Lewis J. Schank, Teacher,

300 00

at Sheaf School, (Unclassified,) on Turnpike leading from Frankford to Bustleton.

Boys 25, Girls 34, total 59. Average attendance 35.

Monroe L. Vansant, Teacher, \$350 00

omery School, (Unclassified,) at Fox Chase Village, on Second Street Road.

Boys 76, Girls 41, total 117. Average attendance 55.

George W. Fetter, Teacher, 400 00

omery School, (Primary,) same building.

Boys 42, Girls 31, total 73. Average attendance 51.

Kitty Ann Wright, Teacher, 200 00

er's School, (Unclassified,) above Bustleton.

Boys 46, Girls 24, total 70. Average attendance 37.

John W. Murray, Teacher, 300 00

ick Henry School, (Unclassified,) at Smithfield, four and a half miles above Bustleton.

Boys 52, Girls 42, total 94. Average attendance 58.

William Cameron, Teacher, 400 00

es Forten School, (Colored,) Mechanicsville.

Boys 12, Girls 11, total 23. Average attendance 20.

Abi Watson, Teacher, 150 00

elton School, (Unclassified,) on Academy Road, near Byberry.

Boys 35, Girls 27, total 62. Average attendance 30.

Francis Tomlinson, Teacher, 300 00

Benjamin Rush School, (Unclassified,) Cresson's Corner, y-
berry.

Boys 34, Girls 37, total 71. Average attendance 67.

Jacob H. Sides, Teacher, \$300 00

Godfrey School, (Unclassified,) Lazy Lane, Byberry Towns p.

Boys 52, Girls 60, total 112. Average attendance 41.

Robert K. Eastburn, Teacher, 300 0

Tacony School, (Unclassified,) at Tacony.

Boys 28, Girls 27, total 55. Average attendance 41.

Maria B. Waterman, Teacher, 200 0

Sixth Section.

RITTENHOUSE SCHOOLS,

Germantown.

Boys' Grammar School.—Total 160. Average attendance 1.

Joshua Rhoads, Principal, 600 0

Catharine K. Large, assistant, 200 0

Girls' Grammar School.—Total 150. Average attendance

A. W. Chapin, Principal, 350 0

Susanna Rittenhouse, assistant, 150 0

Primary School.—Boys 153, Girls 89, total 242.

Average attendance 153.

Maria McClelland, Principal, 250

A. Williams, first assistant, 150

Elizabeth Roop, second do 125

MANAYUNK SCHOOLS.

Boy Grammar School.—Total 230. Average attendance 122.

William P. Hodgson, Principal,	\$600 00
Sara B. Coffin, assistant,	200 00

Girl Grammar School.—Total 248. Average attendance 184.

Angeline E. Thomas, Principal,	350 00
Ketrah Stewart, first assistant,	200 00
Jenna M. J. Martin, second do	150 00

Primary School.—Boys 172, Girls 124, total 296.

Average attendance 202.

Anne A. Scheetz, Principal,	250 00
John L. Alexander, first assistant,	200 00
Hannah L. McQuade, second do	150 00
Annada Jones, third do	125 00

Dickinson Grammar School.—Roxborough.

Boys 82, Girls 46, total 128. Average attendance 70.

William H. Hunter, Teacher,	500 00
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Primary School.—Boys 131, Girls 88, total 219.

Average attendance 108.

Marine Worrell, Principal,	250 00
Margaret M. Morrison, assistant,	150 00

Harmony Grammar School.—Chestnut Hill.

Boys 92, Girls 67, total 159. Average attendance 88.

Henry K. Smith, Principal,	600 00
Lisa Graver, assistant,	200 00

Olney Unclassified School.—Olney, near Second street ro .

Boys 85, Girls 62, total 147. Average attendance 71.

John Kenworthy, Jr., Principal,	\$400 00
Beulah Denison, assistant,	150 00

Primary School.—Boys 123, Girls 99, total 222.

Average attendance 110.

Mary Craig, Principal,	250 00
Augusta Haas, assistant,	125 00

Levering Primary School—one mile above Manayunk.

Boys 39, Girls 20, total 69. Average attendance 46.

Margaret Conrad, Teacher,	200 00
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West Primary School, Allen's Lane, upper end of Germantown.

Boys 71, Girls 46, total 117. Average attendance 77.

Daniel H. Sellers, Principal,	250 00
Susan Haas, assistant,	125 00

Manheim Street Primary School, lower end of Germantown.

Boys 62, Girls 48, total 110. Average attendance 55.

Margaret C. Provost, Teacher,	200 00
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Elwood Unclassified School, Milestown, on Old York Road.

Boys 73, Girls 43, total 116. Average attendance 54.

Henry P. Birchall, Teacher,	400 00
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Morton Primary School, Branchtown, Bristol Township.

Boys 34, Girls 42, total 76. Average attendance 53.

Ellen Denison, Teacher,	250 00
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Franklinville Primary School, upper end of Germantown.

Boys 69, Girls 85, total 154. Average attendance 58.

Ann Hesser, Teacher, \$225 00

Robson Primary School, lower end of Manayunk.

Boys 144, Girls 133, total 277. Average attendance 155.

Emelene H. Boyd, Principal, 250 00

Mary C. Young, first assistant, 150 00

Maria L. Koch, second do 125 00

Viaticcon Unclassified School, one mile west of Germantown.

Boys 30, Girls 30, total 60. Average attendance 35.

E. B. Jackson, Teacher, 350 00

Whylkill Primary School, upper end of Manayunk.

Boys 46, Girls 35, total 81. Average attendance 54.

Sarah J. Algeo, Teacher, 250 00

Wilmington Unclassified School, upper end of Roxborough, on Ridge Road.

Boys 75, Girls 51, total 126. Average attendance 62.

Richard Glassen, Principal, 400 00

Wilmington Unclassified School, near Felton's, on Second st. Road.

Boys 38, Girls 41, total 79. Average attendance 31.

Lewis W. Felton, Teacher, 300 00

Williams' Primary School, Montgomery county Line Road, Bristol Township.

Boys 22, Girls 16, total 38. Average attendance 30.

Anna Maria Fenton, Teacher, 200 00

Crescent Primary School, Crescentville, Bristol Township.

Boys 42, Girls 52, total 94. Average attendance 42.

Mary McMillan, Teacher, \$20 00

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Roberts' Primary School, Feltonville, Second street Road.

Boys 15, Girls 24, total 39. Average attendance 29.

Emma M. Hickman, Teacher, 20 00

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Seventh Section.

WEST PHILADELPHIA SCHOOLS.

Boys' Grammar School.—Total 124. Average attendance 3.

H. R. Warriner, Principal, \$600 00

Sarah E. Pugh, assistant, 200 00

Girls' Grammar School.—Total 120. Average attendance 1.

Loraine Bradbury, Principal, 350 00

Emma L. Bradbury, assistant, 200 00

Secondary School.—Boys 130, Girls 72, total 202.

Average attendance 168.

Ann H. Hood, Principal, 250 00

Martha A. Simpson, first assistant, 150 00

Julia D. Hughes, second do 125 00

Hestonville Boys' Unclassified School, Monroe Village, near
Lancaster Turnpike.

Total 105. Average attendance 37.

Marmaduke Watson, Teacher, 400 00

TEACHERS, SALARIES, ATTENDANCE, ETC.

55

Hestonville Girls' Unclassified School, same building.

Total 49. Average attendance 36.

Mary Ann Leonard, Teacher, \$250 00

Astnville Primary School, near the head of Inclined Plane.

Boys 30, Girls 38, total 68. Average attendance 64.

Mary Constance Roche, Teacher, 200 00

Blickley Primary School, near Hestonville.

Boys 47, Girls 45, total 92. Average attendance 89.

Maria Louisa Earnest, Teacher, 200 00

Blickley Union Unclassified School, Rabbit Lane, near West
Chester Road.

Boys 31, Girls 36, total 67. Average attendance 53.

Charles Taggart, Teacher, 250 00

Haddington Primary School, on Haverford Road.

Boys 26, Girls 23, total 49. Average attendance 37.

Kate McCaffrey, Teacher, 200 00

Mantua Unclassified School, half mile west of Wire Bridge.

Boys 44, Girls 29, total 73. Average attendance 55.

Henry Wynkoop, Teacher, 300 00

Blickley, (colored,) Hamilton Village.

Boys 28, Girls 40, total 68. Average attendance 35.

Robert C. H. Jones, Teacher, 200 00

Bartram Unclassified School, Darby Road three miles from y

Boys 37, Girls 48, total 85. Average attendance 55.

Joseph R. Glascoe, Teacher, \$250 0

Boonsdam Unclassified School, Kingsessing.

Boys 48, Girls 36, total 84. Average attendance 38.

Mary G. Richards, Teacher, 200 0

Price Unclassified School, on Darby Road, near Paschalville

Boys, total 76. Average attendance 40.

William A. Engle, Teacher, 400 0

Davidson Unclassified School, near Blue Bell Tavern.

Boys 39, Girls 71, total 110. Average attendance 74.

Anna T. Pancoast, Principal, 250 0

Huldah A. Price, assistant, 150 0

Banneker School, (*Colored*), $\frac{1}{4}$ mile below Blue Bell Tavern.

Boys 16, Girls 17, total 33. Average attendance 28.

Sarah A. Gordon, Teacher, 125 0

Eighth Section.

PASSYUNK.

Point Breese Unclassified School, on Passyunk Road, two and
half miles from city.

Boys 56, Girls 54, total 110. Average attendance 70.

John Brunt, Principal, \$300 0

Maria Field, assistant, 150 0

Franklin Unclassified School, on Penrose Ferry Road, three and a half miles from city.

Boys 68, Girls 61, total 129. Average attendance 78.

D. R. Hawkins, Teacher,	\$350 00
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Margaretta T. Long, assistant,	150 00
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Ninth Section.

RINGGOLD SCHOOLS.

Corner Eighth and Fitzwater streets.

Boys' Grammar School.—Total 220. Average attendance 209.

William Roberts, Principal,	\$1,000 00
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Margaret C. Algeo, first assistant,	250 00
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Lena Grace, second do	220 00
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Frances J. Ashburner, third do	200 00
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Girls' Grammar School.—Total 247. Average attendance 200.

Ana Dolby, Principal,	\$500 00
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Isabella McElroy, first assistant,	250 00
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Elizabeth L. Steel, second do	220 00
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Fanny Bedlock, third do	200 00
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JACKSON CONSOLIDATED SCHOOLS.

Federal street, below Twelfth street.

Grammar School.—Boys 109, Girls 63, total 172.

Average attendance 156.

Eugene Smyth, Principal,	\$700 00
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Sarah T. Donnelly, first assistant,	200 00
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Mary F. Lyons, second do	175 00
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SECONDARY SCHOOLS.

No. 1.—Ringgold Secondary, corner of Eighth and Fitzwater.

Boys, total 255. Average attendance 203.

Francenia A. Gillingham, Principal,	\$300)
Elizabeth Stivers, first assistant,	200)
Theresa Hauptman, second do	150)
Annie MacClellan, third do	125)

No. 2.—Hubbell street, below Fitzwater.

Girls, total 269. Average attendance 222.

Frances Martin, Principal,	300
Anna C. Brierly, first assistant,	200
Charlotte C. Hogan, second do	150
Elizabeth N. Fletcher, third do	125

No. 3.—Catharine street, above Sixth.

Boys 61, Girls 172, total 233. Average attendance 210.

Mary P. Moyn, Principal,	300
Mary A. Field, first assistant,	200
Adeline T. Stivers, second assistant,	150
Anna Cullen, third do	125

No. 4.—Federal street, near Twelfth.

Boys 164, Girls 84, total 248. Average attendance 204.

Anna M. Breen, Principal,	300
Cecilia H. Gillespie, first assistant,	200
Celia E. Tucker, second do	150
Mary A. Maloney, third do	125

PRIMARY SCHOOLS.

No 1.—Hubbell street, above Catharine.

Boys, total 237. Average attendance 218.

Teresa M. Gibbons, Principal,	\$250 00
Mary McCartney, first assistant,	200 00
Fanny Conway, second do	150 00
Elizabeth J. McCaffrey, third assistant,	125 00

No 2.—Catharine street, above Sixth.

Boys 90, Girls 182, total 272. Average attendance 219.

K. O'Callaghan, Principal,	250 00
Isabella Seips, first assistant,	200 00
Annie T. Clery, second do	150 00
Catharine Egan, third do	125 00

No 3.—Fitzwater street, below Broad.

Boys, total 69. Average attendance 66.

Mary M. Morton, Teacher,	250 00
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No 4.—Fitzwater street, below Broad.

Girls, total 80. Average attendance 69.

Susanna B. Barnard, Teacher,	250 00
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No 5.—Shippen street, above Twelfth.

Boys, total 75. Average attendance 67.

Catharine Houser, Teacher,	250 00
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No 6.—Shippen street, above Twelfth.

Girls, total 80. Average attendance 70.

Anna E. Pollin, Teacher,	250 00
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No. 7.—Eleventh street, below Carpenter.

Girls, total 75. Average attendance 65.
Sallie B. Dolby, Teacher, \$250

No. 8.—Eleventh street, below Carpenter.

Boys, total 90. Average attendance 75.
Mary J. Reed, Teacher, 250

No. 9.—Federal street, below Twelfth.

Boys 133, Girls 175, total 308. Average attendance 211.

Elizabeth C. Kerr, Principal,	250
Sarah E. Winslow, first assistant,	200
Sarah McIlroy, second do	150
Mary R. Molloy, third do	125

No. 10.—Federal street, above Long Lane.

Boys 50, Girls 40, total 90. Average attendance 64.
Jane M. Furey, Teacher, 250

No. 11.—Sixth street, above Fitzwater.

Boys 33, Girls 49, total 82. Average attendance 75.
Kate D. Jackson, Teacher, 250

LANDRETH SCHOOL, (*Unclassified.*)

Federal street, above Long Lane.

Boys 78, Girls 55, total 133. Average attendance 107.

John S. Furey, Principal,	400
Margaretta Furey, assistant,	150

BUCK LANE SCHOOL, (*Unclassified.*)*Buck Lane, below Passyunk Road.*

Boys 46, Girls 53, total 99. Average attendance 56.

Jacob Aman, Teacher, \$300 00

Tenth Section.

MORRIS SCHOOLS.

Palmer street, above Duke street.

Boys' Grammar School.—Total 271. Average attendance 265.

A. J. Ivins, Principal,	1,000 00
Rachel A. Winner, first assistant,	250 00
Eric L. Deal, second do	220 00
John Bender, third do	200 00
Henry Bodine, fourth do	180 00

Girls' Grammar School.—Total 208. Average attendance 204.

Margaret Deacon, Principal,	500 00
Elizabeth Turner, first assistant,	250 00
May P. Hammit, second do	220 00
Annie M. Rich, third do	200 00

HARRISON SCHOOLS.

Master street, near Second.

Boys' Grammar School.—Total 283. Average attendance 281.

Coley Plotts, Principal,	1,000 00
May A. Creighton, first assistant,	250 00
May L. De Poras, second do	220 00
Arthur H. Steel, third do	200 00
Ara Barnard, fourth do	180 00

Girls' Grammar School.—Total 286. Average attendance 0.

Louisa Bedford, Principal,	\$500 00
Elizabeth J. Brooks, first assistant,	250 00
Caroline Fisher, second do	220 00
Lydia C. Stevenson, third do	200 00
Emeline Wiegner, fourth do	180 00

SECONDARY SCHOOLS.

No. 1.—*Harrison Secondary.*—*Master street, near Second*

Boys 150, Girls 150, total 300. Average attendance 272

Elizabeth Spencer, Principal,	300 00
Maria W. Snyder, first assistant,	200 00
Susan A. Bender, second do	150 00
Eleanor G. Smith, third do	125 00
Mary L. Wenzell, fourth do	125 00

No. 2.—*Morris Secondary.*—*Palmer street, above Duke.*

Boys 141, Girls 140, total 281. Average attendance 258.

Elizabeth B. Dolby, Principal,	300 00
Mary Coupar, first assistant,	200 00
Deborah D. Tompkins, second assistant,	150 00
Frances E. Mickle, third do	125 00
Margaret Lufberry, fourth do	125 00

No. 3.—*Shackamaxon Secondary.*—*Shackamaxon street, below Franklin street.*

Boys 80, Girls 84, total 164. Average attendance 156.

Lydia A. Wetherill, Principal,	300 00
Susan Parry, first assistant,	200 00
Helen A. Parry, second do	150 00

PRIMARY SCHOOLS.

No1.—Palmer street, above Queen.

Boys 126, Girls 124, total 250. Average attendance 217.

Frances A. Finch, Principal,	\$250 00
Eliza C. Snyder, first assistant,	200 00
Anna M. Bird, second do	150 00
Elizabeth L. Pitcher, third assistant,	125 00

No2.—Marlborough street, above Duke.

Girls, total 243. Average attendance 219.

Jane L. Wilson, Principal,	250 00
Mary R. Davidson, first assistant,	200 00
Rebecca Sharpless, second do	150 00
Elizabeth Rushton, third do	125 00

No3.—Dunton street, above Otter.

Boys 88, Girls 117, total 205. Average attendance 161.

Mary J. W. Maxwell, Principal,	250 00
Rebecca S. Briggs, first assistant,	150 00
Sarah W. Chattin, second do	125 00

No4.—Germantown Road, near Fifth street.

Boys 126, Girls 113, total 239. Average attendance 230.

Salome W. Horne, Principal,	250 00
Frances E. Mulock, first assistant,	200 00
Ann J. McWhinney, second do	150 00
Elizabeth T. Loos, third do	125 00

No. 5.—Marlborough street, above Duke.

Boys, total 247. Average attendance 212.

Amanda Rambo, Principal,	\$250 00
Jane Wilkinson, first assistant,	200 00
Theresa A. Rambo, second do	150 00
Amanda M. Stoy, third do	125 00

No. 6.—Queen street, above Frankford Road.

Girls, total 116. Average attendance 105.

Harriet Hankinson, Principal,	250 00
Mary Jane Sharpless, assistant,	125 00

No. 7.—Same building.

Boys, total 233. Average attendance 200.

Mary T. Kennard, Principal,	250 00
Ellen N. Ginnings, first assistant,	200 00
Jerusha W. Deal, second do	150 00
Jane Wallace, third do	125 00

No. 8.—St. John street, near Germantown Road.

Boys, total 240. Average attendance 218.

Hannah H. Dickinson, Principal,	250 00
Adelaide B. Smith, first assistant,	200 00
Eliza A. Hart, second do	150 00
Elizabeth M. Jones, third do	125 00

No. 9.—St. John street, same building.

Girls, total 246. Average attendance 228.

Mary L. Dolby, Principal,	250 00
Sarah A. Blair, first assistant,	200 00
Margaret W. Sharpless, second assistant,	150 00
Mary Wagner, third do	125 00

No. 0.—Marlborough street, below Queen.

Boys 56, Girls 64, total 120. Average attendance 100.

Ann Palmer, Principal,	\$250 00
Sarah Bower, assistant,	125 00

No. 1.—School street, near Edward.

Boys, total 183. Average attendance 160.

Isabel T. Whiteman, Principal,	250 00
Mary E. Trotter, first assistant,	150 00
Lucretia Winslow, second do	125 00

No. 12.—Fourth street, below Thompson.

Boys 119, Girls 119, total 238. Average attendance 210.

Mary E. Warner, Principal,	250 00
Sarah Bower, first assistant,	200 00
Emma Orrell, second do	150 00
Isabella E. Sweeney, third assistant,	125 00

No. 13.—Jackson street.

Boys 69, Girls 61, total 130. Average attendance 118.

Anna Martin, Principal,	250 00
Mary Greaves, assistant,	125 00

No. 14.—School street, near Edward.

Girls, total 186. Average attendance 154.

Rachel Briggs, Principal,	250 00
Mary J. Myers, first assistant,	150 00
Emma Fithian, second do	125 00

No. 15.—Cohocksink.

Boys 63, Girls 48, total 111. Average attendance 102.

Sarah Ely, Principal,	\$250 0
Margaret J. Sherkey, assistant,	125 0

Eleventh Section.
Carroll Consolidated Grammar School.

RICHMOND.

Boys, total 112. Average attendance 94.

Samuel A. Hibbs, Principal,	\$600
Elizabeth White, assistant,	200

No. 1.—*Carroll Secondary School.*

Girls, total 109. Average attendance 95.

H. E. Mather, Principal,	250 0
Anna Scull, assistant,	150 0

No. 2.—*Secondary School.*—Corner of Frankford Road and
Trenton Rail-road.

Boys 31, Girls 45, total 76. Average attendance 55.

Anna McDowell, Teacher,	250 0
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No. 1.—*Carroll Primary School.*—Richmond.

Boys 148, Girls 99, total 247. Average attendance 218.

Elizabeth M. Campbell, Principal,	250
Louisa B. Walton, first assistant,	200
Elizabeth S. Edams, second do	150
Mary A. Collins, third do	125

o. 2.—*Primary School*.—Corner of Frankford Road and
Trenton Rail-road.

Boys 102, Girls 88, total 190. Average attendance 127.

Margaret W. Pray, Principal,	\$250 00
Harriet Kilpatrick, assistant,	125 00

No. 3.—*Primary School*.—Richmond.

Boys 64, Girls 49, total 113. Average attendance 107.

Mara L. Rebola, Principal,	250 00
Elizabeth L. McGowan, assistant,	125 00

No. 4.—*Primary School*.—Richmond.

Boys 71, Girls 69, total 140. Average attendance 92.

Mary J. White, Teacher,	250 00
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Penn Consolidated Grammar School.

Eleventh street, below Thompson.

Boys 44, Girls 69, total 113. Average attendance 95.

Joseph H. Schreiner, Principal,	500 00
Mary L. Ealer, assistant,	200 00

Penn Primary School.—Same building.

Boys 120, Girls 104, total 224. Average attendance 202.

Catharine A. Trout, Principal,	250 00
Emma Gardner, first assistant,	200 00
Emily W. Trout, second do	150 00
Emma M. Summerfield, third assistant,	125 00

Pers' Unclassified School, corner of Ridge Road and Washing-
ton Lane.

Boys 33, Girls 27, total 60. Average attendance 58.

George W. B. Felten, Teacher,	400 00
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Snyder Unclassified School, Morris city, above Fairmount.

Boys 49, Girls 60, total 109. Average attendance 77.

James Leonard, Teacher, \$400

Rutledge Boys' Unclassified School, Seventh st., above Camac

Boys, total 103. Average attendance 79.

Charles Bowman, Principal, 400

Margaretta Breen, assistant, 150

Rutledge Girls' Unclassified School.—Same building.

Girls, total 108. Average attendance 84.

Elizabeth J. Rundlett, Principal, 250

Angelina S. Paul, assistant, 150

Oakdale Unclassified School, Broad street, below Germantown
Rail Road.

Boys 88, Girls 47, total 135. Average attendance 92.

John Sickel, Teacher, 550

Catharine Cridland, assistant, 150

Hopkinson Primary School, Rising Sun, Germantown Road.

Boys 30, Girls 48, total 78. Average attendance 47.

Susan Passmore, Teacher, 200

Randolph Consolidated Grammar School, Nicetown.

Boys 84, Girls 49, total 133. Average attendance 100.

William E. Cheston, Principal, 500

Anna Rusby, assistant, 150

Radolph Primary School, Nicetown.

Boys 46, Girls 38, total 84. Average attendance 47.

Caroline E. Weeks, Teacher,	\$200 00
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Fcest Unclassified School, near Falls of Schuylkill.

Boys 78, Girls 86, total 164. Average attendance 105.

Robert T. Frailey, Principal,	400 00
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Susannah S. McKinney, assistant,	200 00
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Lierty Unclassified School, Hart Lane, between Front and
Second streets.

Boys 52, Girls 47, total 99. Average attendance 51.

Josiah Kerper, Teacher,	400 00
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ling Consolidated Grammar School, Bridesburg.

Boys 43, Girls 28, total 71. Average attendance 62.

John Zerman, Teacher,	500 00
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ling Secondary School, Bridesburg.

Boys 65, Girls 64, total 129. Average attendance 117.

P. Anna Borton, Principal,	250 00
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Catherine Emery, assistant,	125 00
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lurton Unclassified School, Frankford Road, near Frankford.

Boys 98, Girls 59, total 157. Average attendance 107.

William F. Page, Principal,	400 00
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Wilhelmina F. Page, assistant,	150 00
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McKean Primary School, Germantown Road, near Upper
Rising Sun.

Boys 23, Girls 48, total 71. Average attendance 43.

Ellen M. Jones, Teacher,	\$200 (
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Muhlenberg Primary School, corner of Schuylkill Sixth and
Master streets.

Boys 114, Girls 105, total 219. Average attendance 152.

Mary L. Ivens, Principal,	250 (
Caroline Fegenbush, first assistant,	150 (
Mary A. Bradley, second do	125 (

NUMBER IV.

Directors of the Public Schools.

FIRST SECTION—*City Proper.*

Elected by the Select and Common Councils of the City of Philadelphia.

(Stated Meetings on the last Tuesday of each month.)

William Martin, *President.*

Edward C. Biddle, *Secretary.*

- William Abbott, No. 212 south Third street.
- Samuel Ashmead, No. 61 Walnut street.
- Edward C. Biddle, S. W. corner of Fifth and Minor streets.
- Gorge H. Burgin, M. D., No. 178 south Fifth street.
- Samuel C. Cooper, Philadelphia Bank Building, Chestnut street.
- Elings Cowperthwait, No. 253 Market street.
- Teodore Cuyler, Walnut street, below Eighth, south side.
- W. Heyward Drayton, No. 152 Walnut street.
- Gorge Emlen, No. 98½ south Fourth street.
- Jan F. Gilpin, No. 67 Dock street.
- Thomas G. Hollingsworth, Walnut street, above Second.
- James Hutchinson, No. 58 south Twelfth street.
- William Martin, north room of Exchange Building, on Third st.
- Edward C. Markley, No. 4 Minor street.
- Abraham McElroy, No. 127 north Twelfth street.
- Thomas Millar, No. 41 Race street.
- Engle Negus, Schuylkill Seventh, above Chestnut.

William S. Perot, No. 120 Vine street.
William Shippen, M. D., No. 351 Walnut street.
John Thomason, No. 57 north Sixth street.
Francis Wharton, No. 150 Walnut street.
George M. Wharton, No. 13 Prune street.
Pearson Yard, No. 12 north Ninth street.
Charles A. Repplier, No. 439 Race street.
William W. Moore, N. W. corner of Second and Spruce street.
Samuel A. Allibone, No. 19 Prune street.
P. Pemberton Morris, No. 2 Prune street.
Benjamin Matthias, No. 352 Vine street.
Colin C. Cooper, M. D., Thirteenth street, below Arch.
Alexander Henry, Walnut street, above Sixth.
Arthur G. Coffin, Walnut street, below Third.
John Bohlen, Jr., Walnut street, above Sixth.
F. D. Sherman, No. 9 Bank street.
Richard R. Montgomery, Walnut street, above Seventh.
William L. Ward, No. 106 Chestnut street.
Joseph E. Parker, S. E. corner of Eleventh and Arch streets.
Joseph Cowperthwait, Thirteenth street, above Arch.
Henry M. Fine, S. W. corner of Lombard and Front streets.
Edward H. Ward, M. D., No. 162 south Eleventh street.
Daniel C. Lockwood, Cherry street, west of Schuylkill Seventh.
E. E. Smith, No. 7 south Fourth street.
Philip B. Mingle, No. 73 north Seventh street.
William F. Pitfield, No. 18 New street.
John Clayton, No. 179 Walnut street.
Joseph R. Flanigen, corner of Beach and Walnut sts., Schuylkill.
Edwin North, No. 208 Locust street.
Isaac H. O'Harra, No. 33 north Sixth street.
George R. Smith, No. 38 Madison street.
Joseph Whetham, Schuylkill Fifth street, above Arch.
Benjamin Gaskill, No. 18 Minor street.
Henry S. Hagert, No. 98 Walnut street.
Joseph P. Vogels, No. 47 Lombard street.

SECOND SECTION—*Northern Liberties.*

Elected by the Commissioners of Northern Liberties.

(Stated Meetings on the last Friday of each month.)

Daniel M. Fox, *President.*

Edward P. Dunn, *Secretary.*

Daniel S. Beideman, No. 53 Vine street.

John F. Belsterling, No. 294 north Third street.

Samuel T. Child, 452 north Second street.

W.G. Hagaman, No. 522 north Fifth street.

John C. Smith, No. 9 Chatham street.

Daniel M. Fox, No. 339 north Third street.

John Miller, No. 470 north Fourth street.

Edward P. Dunn, George street, above Fourth.

Samuel Skinner, No. 80 Brown street.

Abraham C. Engle, No. 393 north Second street.

Thomas K. Finletter, No. 576 north Third street.

Fredrick C. Kreider, corner of Third and Tamany streets.

Choum M. Deringer, No. 406 north Fifth street.

Gorge C. Leidy, No. 367 north Third street.

Charles Leech, No. 370 north Second street.

Thomas Marchmont, No. 368 north Second street.

Gustavus Remak, No. 183 north Sixth street.

Evid Bird, No. 99 Coates street.

John T. Brown, No. 185 St. John street.

William F. Ireland, No. 50 Brown street.

Charles N. Hutchinson, George street, below Fourth.

Charles Lewars, Second and Tamany street.

Elyette Pierson, No. 12 Old Yord Road.

Benjamin Baker, No. 226 north Fourth street.

THIRD SECTION—*Southwark.**Elected by the Commissioners of Southwark.*

(Stated Meetings on the last Tuesday of each month.)

Charles M. Sandgran, *President.*George P. Mercer, *Secretary.*

Benjamin Morton, No. 123 Catharine street.

Charles M. Sandgran, No. 47 south Wharves, and 13 Beck s

William Notson, M.D., S. E. corner of Washington & Parkers

James O. Breeding, Second street, below Reed.

Charles Isard, S. E. corner of Third and Catharine streets.

David H. Kollock, No. 304 south Second street.

Alexander Greaves, No. 354 south Fourth street.

Robert J. Mercer, Washington street, above Third.

Joseph M. Patterson, S. E. corner of Washington and Church

George P. Mereer, No. 60 Queen street.

William B. R. Selby, No. 374 south Fourth street.

William Farson, Moyamensing Road, above Carpenter street

J. L. Harder, S. W. corner of Fourth and Queen streets.

William K. Brooks, S.E. corner of Fifth and Washington Mar
Place.

A. B. Godshall, No. 340 south Second street.

Henry L. Smith, Wharton street, above Fourth.

Richard Brown, Wharton street, above Fourth.

William G. Rowen, Third street, below Federal.

FOURTH SECTION—*Spring Garden.**Elected by the Commissioners of Spring Garden.*

(Stated Meetings on the last Friday of each month.)

James Peters, *President.*Joseph L. Fox, *Secretary.*

William Warner, No. 24 Franklin street.

James Peters, Poplar, above Broad street.

P. Shurlock, Thirteenth, above Wallae street.

Robert Ash, No. 348 Brown, above Ninth street.
 Daniel McDowell, Ridge road, below Buttonwood street.
 Martinus L. Shattuck, N. E. corner Schuylkill Seventh and Vine.
 George Rockinburg, No. 200 north Sixth street, above Wood.
 Joseph Plankinton, Franklin street, above Spring Garden street.
 Alexander C. Rankin, Wood street, below Schuylkill Fifth.
 J. J. Hayes, Spring Garden street, above Eleventh.
 J. Collins, S. W. corner of Tenth and Wallace streets.
 J. L. Fort, N. E. corner of Ninth and Vine streets.
 J. Herring, N. W. corner of Eleventh and Wallace streets.
 J. Patterson, No. 354 north Eighth street.
 William Rorer, No. 42 Franklin street.
 Robert Lindsay, Franklin street, above Spring Garden.
 John Walker, Callowhill st., bet. Schuylkill Second and Third.
 Joseph Parker, No. 75 Marshall street.
 William Larzelere, N. W. corner of Ridge road and Green street.
 James Murphy, No. 208 Ninth street, above Noble.
 Joseph L. Fox, No. 43 Melon street.

THIRD SECTION—*Oxford, Lower Dublin, Byberry and Moreland.*

Elected by the People.

(Stated Meetings on the last Monday of each month.)

John Rupert, *President.*

Henry S. Spackman, *Secretary.*

OXFORD.

Henry Herbert,	Jacob Foulkrod,
Samuel Huckel,	Thomas Shallcross,
Joseph T. Vankirk,	Henry S. Spackman.

LOWER DUBLIN.

Isaac Pearson,	James Verree, Jr.,
Benjamin Crispin,	John Rupert,
Charles Blake,	Thomas Goldsmith.

BYBERRY.

Elisha Newbold,	James Carter,
J. Sourman.	

MORELAND.

Benjamin Tomlinson,	John Roberts,
Thomas Reading.	

SIXTH SECTION—*Germantown, Bristol and Roxborough.**Elected by the People.*

(Stated Meetings on the third Tuesday of each month.)

Samuel Y. Harmer, *President.*Alfred Crease, *Secretary.*ROXBOROUGH, (*Township.*)

Thomas Lewellen,	John S. Rex,
Henry Lippen,	Alfred Crease.

MANAYUNK, (*Borough.*)

George W. Davis,	Israel V. James,
James Shaw,	John Conry, M. D.

GERMANTOWN, (*Borough.*)

Benjamin Lehman,	William Green,
Samuel Y. Harmer,	Alfred W. Green, M. I.

GERMANTOWN, (*Township.*)

James Gowen,	John Stallman,
Joseph Dickinson.	

BRISTOL, (*Township.*)

Thomas J. Roberts,	David Rorer,
James S. Boyer.	

SEVENTH SECTION—*Blockley, West Philadelphia, and
Kingsessing.*

Elected by the People.

(Stated Meetings on the last Monday of each quarter.)

Joseph L. Hancock, *President.*

John Culin, *Secretary.*

BLOCKLEY.

Elijah Watson,

Joseph Lentz,

D. S. Wynn,

Joseph L. Hancock,

Daniel Rhoads,

J. E. Whitesides, M. D.

First Ward, West Philadelphia.

John M. Pugh, M. D.,

Benjamin Sage,

John Culin.

Second Ward, West Philadelphia.

Edward T. Smith,

R. L. Martin,

A. C. Jones.

Third Ward, West Philadelphia.

William Pennington,

John R. Gheen,

Samuel Hutchinson.

Kingsessing.

Thomas J. Molony,

David Hunter,

David Eagee,

Moses Rively,

Thomas W. Sharpe,

Isaac Leech, Jr.

EIGHTH SECTION—*Passyunk.**Elected by the People.*

(Stated Meetings on the last Tuesday of each month.)

Charles L. Westenberger, *President.*Frederick Vollmer, *Secretary.*

Frederick Fox,

George Hollick,

Charles L. Westenberger,

William Dillmore,

John S. Young,

Frederick Vollmer.

NINTH SECTION—*Moyamensing.**Elected by the Commissioners of Moyamensing.*

(Stated Meetings on the last Tuesday of each month.)

P. A. Fagen, *President.*David M. Hogan, *Secretary.*

P. A. Fagen, S. E. corner of Eighth and Bedford streets.

Arthur Hughes, Loud street, above Ninth.

William J. Reed, Tenth street, above Fitzwater, west side.

Archibald McIlroy, Fitzwater street, above Broad.

John J. Meany, Shippen street, below Twelfth.

Joseph Eneu, Passyunk road, below Fitzwater street.

John K. Loughlin, No. 215 south Sixth street.

Charles L. Pascal, S. W. corner of Carpenter and Tenth st

Joshua S. Fletcher, Erie street, below Shippen.

David M. Hogan, No. 229 south Ninth street.

John McGittegan, S. E. corner of Tenth and Christian street

Christian Heishley, Christian st., west of Gray's Ferry Road

TENTH SECTION—*Kensington.*

Elected by the Commissioners of Kensington.

(Stated Meetings on the first Tuesday of each month.)

James B. Dare, *President.*

Peter F. Wright, *Secretary.*

Jon H. Bringhurst, No. 671 north Second street.
 Mrs G. Condon, Shackamaxon street, below Queen.
 Jcn Clouds, Marlborough, below Franklin avenue.
 Edward W. Gorgas, Allen, below Shackamaxon street.
 Jcn S. Painter, No. 125 Germantown road, above Second st.
 Jaes Woods, corner of Edward and William streets.
 Per F. Wright, Marlborough, above Franklin avenue.
 Jaes B. Dare, No. 655 north Second street.
 Christopher W. Steel, corner of Second and Oxford streets.
 Gorge W. Vaughan, corner of Queen and Shackamaxon sts.
 Jon P. Verree, Beach street, below Shackamaxon.
 William T. McNeely, Fourth street, above Franklin avenue.

ELEVENTH SECTION—*North Penn Township, South Penn Township, and Unincorporated Northern Liberties.*

Elected by the People.

(Stated Meetings on the first Monday of each month.)

Jonathan K. Hassinger, *President.*

Henry Mather, *Secretary.*

NORTH PENN TOWNSHIP.

Nathan Nathans, Francis D. Mower,
 Albinas L. Felten.

SOUTH PENN TOWNSHIP.

James Wagenseller, William R. Bannen,
 John S. Nicholas.

UNINCORPORATED NORTHERN LIBERTIES.

Jesse H. Flitcraft, J. K. Hassinger,
 Henry Mather.



NUMBER V.

ANNUAL REPORT

OF THE

PRINCIPAL OF THE HIGH SCHOOL,

FOR THE YEAR ENDING

JULY 26, 1850.

R E P O R T .

CENTRAL HIGH SCHOOL,
Philadelphia, September 6, 1850. }

George Emlen, James Peters, John Clouds,
Daniel S. Beideman, and Thomas G. Hollings-
worth, Esquires, Committee on the High School. }

GENTLEMEN :—I beg leave respectfully to present the follow-
ing Report of the Central High School, for the year ending
July 26th, 1850. The year embraced in this Report is the
twelfth in the history of the Institution, and comprehends the
twenty-third and twenty-fourth terms.

The High School is, by the conditions of its organization, so
intimately connected with the whole system of Public Schools
of the city and county of Philadelphia, that some exposition of
its character and history is necessary to any proper understand-
ing of the general subject. Citizens and strangers, equally, in
attempting to make themselves acquainted with our system of
public instruction, uniformly look with special interest at the
working of the High School, not only in regard to its internal
economy, but also in regard to its external relations. With a
view to meet this want, and to put the subject in a convenient

form for reference and study, I took occasion four years since, in making my Annual Report, to give a general summary of the results of the School from the beginning, in connection with those of the current year, and also to explain in a connected manner the principles involved in the organization of the School, and the methods adopted in its administration. Although a large number of that report was published, it has been for some time out of print. It seems, therefore, to be a fitting occasion to make another report of a similar general nature. This the more desirable, inasmuch as the School since that time, has undergone some considerable modifications, requiring explanation. Wherever no such change has taken place in the administration or policy of the School, I shall, so far as practicable, adhere to the phraseology adopted on the former occasion.

I commence with the

EXAMINATIONS FOR ADMISSION.

None of the operations of the school are of greater importance than the examinations for admission. The reasons for this are sufficiently obvious. No private school in the city offers such advantages as those to be obtained in the High School. The student who is admitted to it enjoys privileges which elsewhere would cost him not less certainly than one hundred dollars per annum, and some of which could not be procured elsewhere at any cost. It is, therefore, not surprising that the examination, on which the question of admission depends, should be regarded with a pervading interest, affecting the candidates themselves, their friends, their teachers, and the schools to which they belong. No candidate can be admitted or rejected without affecting seriously the feelings and interests of an extensive circle; and as the number of applicants is about three hundred and fifty annually, and these applicants come from no particular section, but are found distributed very nearly in the ratio of population, the interest in the examination necessarily pervades every part of the city and county.

At the time when the High School was organized, the question was raised, whether candidates from private schools should be admitted to the examinations. Had the decision been different from what it was, the public schools would probably never have risen much above the low condition in which they had previously been, and the High School itself would never have been more than one of many similar institutions, with little comparative importance or influence. After considerable discussion of the question suggested, the Controllers at length unanimously resolved to restrict the admissions to pupils of the Public Schools. The result has been a greater and more beneficial change in the character of the lower schools than was ever effected probably in any similar institutions in the same space of time. No one can read attentively the records of the Controllers without concurring in the opinion expressed by them in their Twenty-sixth Annual Report, in which they say "the influence of the institution upon the other schools is believed to be worth more than all that it costs, independent of the advantages received by its actual pupils." This influence is exerted solely through the examinations for admission. The privileges of the High School are held forth to the pupil as the reward of successful exertion in the lower schools. They are kept constantly and distinctly in his view, and operate as a powerful and abiding stimulus to exertion through all the successive stages of promotion, from the lowest division of the Primary to the highest division in the Grammar School. The influence is felt by those who do not reach the High School quite as much as by those who do. It is an influence pervading the whole Public School system.

In proportion to the importance attached to the examinations for admission, is the jealousy with which they are watched, and the care with which they should be conducted. It is impossible to conduct an examination in such a way that no mistakes will occur. To test by examination the qualifications of one hundred and seventy applicants, so that no one of the sixty or seventy rejected should have been admitted, and no one of those admitted should have been rejected, would require an approach

at least to infallibility on the part of the examiners. No labor or device is spared, however, to secure entire impartiality in the examinations, and to prevent mistakes, except those which result necessarily from the fallibility of human judgment. Without meaning to say, and without professing to believe, that no mistakes have not occurred, I yet deem it but just to the Professors, by whom the examinations have been conducted, to remark, that of all the cases of disappointed candidates which their friends have felt aggrieved and have come to the school to make inquiry, not one has yet occurred, to my knowledge, in which they did not find in the records of the examination grounds of acquiescence in the decision of the Professors.

The method of conducting the examination for admission is as follows :

Some weeks previous to the examination, official notice is given to the Principal Teachers of the different Grammar Schools, announcing the time that the examination will commence, the terms of admission, and transmitting blank forms of certificates in regard to the ages of the candidates, their time of attendance upon the lower schools, &c. An announcement of the same effect is made in the public papers. The notices and blanks sent to the Teachers are in the following form.

CENTRAL HIGH SCHOOL, }
 PHILADELPHIA, ... 185 }

An examination of candidates for admission to the High School will commence on the _____ day of _____ 185 , at 9 o'clock, A. M.

A candidate, to be admitted to the High School, must be twelve years of age, must have passed at least one year in one of the Public Schools of the First School District of Pennsylvania, and must show on examination that he is able to read, write, and spell correctly, and that he has a competent knowledge of Grammar, Geography, History of the United States, Constitution of the United States, Arithmetic, Algebra, and Mensuration.

To secure uniformity in the evidence offered respecting the age of the candidates and the length of time which they have passed in the Public Schools, the Committee on the High School request you to fill up the accompanying tabular form, and to return it to me on or before the day above mentioned, signed by yourself and the Visiting Committee of your school.

Please to direct the candidates from your school to present themselves punctually at the time mentioned above, to come provided with slate, pencils and pens, and to bring with them no books or papers of any description. In case any candidate is deaf or of hearing, or has an impediment in his speech, or has any other infirmity that would be likely to prevent his having a fair chance in the examination, direct him to make it known to me personally, that suitable arrangements may be made to meet the case.

Please to give notice also to the candidates, and to their friends as far as you may have the opportunity, that all letters, notes, or other private communications to myself or any of the Professors who conduct the examination, disclosing the names of particular applicants, or the school from which they come, or giving any other information on the subject, proper or improper, will be filed with the other examination papers, for the inspection of the Board of Control.

By order of the Committee on the High School.

Very respectfully,

Your obedient servant,

JOHN S. HART, *Principal*.

To _____

Principal of the _____ Boys' Grammar School.

CANDIDATES FOR ADMISSION TO THE CENTRAL HIGH SCHOOL, from the Boys' Grammar School, 185 .

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CONTROLLERS' REPORT.

NAMES.	Age on the day of 185			Whole time of connexion with the Public Schools of the First School District, counting not only the time spent in the Grammar School, but also that spent in the Secondary and Primary Schools, and reckoning to the of 185			Name of the School to which first admitted, and its rank, that is, state whether it was a Primary, a Secondary, or a Grammar School.	Division of the	REMARKS.
	YEARS	MONTHS	DAYS	YEARS	MONTHS	DAYS			
								Boys' Grammar School into which entered.	

The above is certified to be correct.

Principal.

Visiting Committee.

It is sometimes supposed, by those not acquainted with the method of procedure, that these certificates furnish the Professor with the means of identifying particular candidates. This is a mistake. These certificates are merely collected and filed away for reference at the close of the examination. They show indeed the number and names of the applicants from each school. But the applicants themselves are mixed promiscuously with the crowd of applicants from the other schools, and can no more be identified by reference to the file of certificates than by referring to the city Directory. This will appear more fully hereafter. I mention it here to correct a misapprehension that has existed in the minds of some. It is to be presumed that the Professors would, under any circumstances, conduct the examination honestly and fairly. Besides the common principles of honesty and self-respect, they have an abiding interest in making the examination such as will bear the most rigid scrutiny. Nothing could so soon disturb the stability of the school, or of their position in it, as a want of fairness in the examinations for admission. To shield the Professors, however, from the idle charges and suspicions to which they might be subjected, the utmost care is used throughout the examination to prevent the candidate's name from being known, until he has been actually admitted or rejected. For this purpose each candidate receives, before commencing the examination, a card containing some particular number; and throughout the examination, he is known only by that number. On the back of the card are printed directions to the candidate, which explain themselves.

CENTRAL HIGH SCHOOL.

EXAMINATION FOR ADMISSION.

Number 171.

DIRECTIONS TO CANDIDATES.

1. Throughout the Examination you will be known only by the number on the opposite side of this card.
2. Do not write your name upon any of your exercises. Every exercise so marked will be rejected.
3. Write your number conspicuously at the top of every exercise.
4. Write also on the top of each page the subject of examination.
5. Number each answer to correspond with the number of the question.
6. When one exercise is finished, hand it in to the Professor, and retire to the playground.
7. Avoid all talking or communicating with other Candidates.
8. Bring no book, of any kind, to the Examination.
9. Be careful not to lose this Card, which will be called for at the close of the Examination.

In the morning of the day when the examination is to commence, the candidates being assembled and seated promiscuously in the lecture room, the certificates from the several schools are collected, and the cards distributed. Each candidate is then furnished with a slate and pencil, and the first set of questions read out in their hearing. They are then supplied with paper and arranged at separate desks to prevent copying from one another. While the candidates are copying the questions on their slate, and afterwards while writing out their answers, the Professors give their whole attention to guarding against reference to books, copying, communicating, or collusion of any kind among the candidates. Only one set of questions is given out at a time, and each candidate is required, as soon as he has finished his own answers, to hand them up to the Professor, and retire to the play-ground.

Formerly, as a still further precaution against copying, four different sets of questions were prepared on each subject, each being as nearly equal to the others in difficulty as the Professors could make them, and yet specifically different. The candidates were then divided into four corresponding sets or sections, marked by the letters A, B, C, D, and alternating as follows:—

1 2 3 4; 5 6 7 8; 9 10 11 12; &c.
A B C D A B C D A B C D

The desks were then numbered, and the numbering so arranged that when the candidates were seated, they were in the following order:

1 A	2 B	3 C	4 D	5 A	6 B
7 C	8 D	9 A	10 B	11 C	12 D
13 A	14 B	15 C	16 D	17 A	18 B
19 C	20 D	21 A	22 B	23 C	24 D

By this arrangement, every candidate was seated at the distance of at least two desks, or more than six feet, from another candidate, who had the same questions with himself. The difficulty of collusion was thereby greatly increased. Still, there was an unfortunate prejudice in the minds of many regard to this subject. It was thought, or feared, that the different sets of questions might be of an unequal character, and that, somehow, advantage might be taken of this inequality to exercise favouritism towards particular candidates. The Committee therefore, during the last year, believing that the fairness of the examination might be sufficiently secured without this safeguard, and wishing to avoid, not only all possibility, but the appearance of favouritism, resolved that hereafter all the candidates should have precisely the same questions.

Formerly, also, the candidates were examined in each branch orally as well as in writing. There are always some candidates who are really well prepared in other respects, but who, through the neglect of their teachers, have not been accustomed to express their ideas in writing. Such candidates appear to be more ignorant than they really are. Some candidates, on the other hand, have a glib, off-hand way of expression in an oral examination, which deceives the examiner. When they come to set down the same ideas on paper, the want of precision in their knowledge is apparent. It was, therefore, thought expedient, in all the subjects that would admit of it, to subject each candidate both to a written and an oral examination, as by multiplying the tests, we multiply the chances of coming to a correct conclusion. As, however, the number of the subjects of examination has been largely increased, and the time already consumed in the process is fully as much as can be spared, it has been found necessary to abandon the oral part of the examination.

The examination in Reading is conducted by Prof. Haverstick, who calls upon each candidate, separately, to read two passages, one in prose, and one in verse.

The examination in Spelling is conducted by Prof. Kirkpatrick. A list of words, of a miscellaneous character, and

pretty numerous, is written by the candidates from dictation, and immediately collected, before there is any opportunity of alteration or correction, all candidates writing the same words, and at the same time. The following are the words used at the last examination:

premium, presbyterian, dismissal, disgraceful, dissatisfied, doubtless, rehearsal, regenerate, receive, grammar, indicative, nominative, separation, sabbath, sincere, vigorously, grenadier, guinea, guilty, tremendous, tautology, treacherous, irreparable, status, irretrievable, eligible, emanation, ecliptic, rejected, eccentric, until, umbrella, laughter, decease, deceive, lovely, testamentary, piecemeal, very, always, venerable, honesty, admitted.

Besides the mark for spelling, which is based upon this exercise, each Professor detracts something from the value of every other exercise that is spelled badly. I am sorry to add, that the examinations generally evince a lamentable want of attention to orthography in the Primary Schools. All experience goes to prove that correct spelling must be acquired, if at all, at the very threshold of learning. The students of the High School spell badly, because they spelled badly in the Grammar Schools; and they spelled badly in the Grammar Schools, because they were injudiciously pushed forward into those seminaries before being adequately drilled in the elements of knowledge.

Punctuation was formerly connected with spelling; at present, it is made a part of the examination in grammar, one or more of the grammar questions being on that point.

The candidates are examined in regard to their knowledge of the meaning and use of words. The exercise is conducted by Prof. McMurtrie, who selects for this purpose ten words in ordinary use, each of which is to be defined, and a sentence to be added to the definition, showing how the word is used. The words selected at the last examination were: 1. Commiserate, 2. Contemporary, 3. Embezzlement, 4. Fallacy, 5. Fallow, 6. Haggard, 7. Initial, 8. Invalidate, 9. Mutation, 10. Lure. The examination in definitions affords an admirable test of the general knowledge and of the intellectual culture of the candidates, and is

justly esteemed one of our best means of trying their fitness for admission.

The examination in Geography is conducted by Prof. Brewster. The questions used on the last occasion were the following:

1. Describe the State of Louisiana, give its boundaries, and the name of its capital.
2. Draw a map of the United States, indicating the course of the following rivers: Mississippi, Hudson, Delaware.
3. Explain the following expressions as used in Geography: Arctic, Antarctic, Tropic, Longitude, Latitude, Zones.
4. Where are the following cities in Europe: Barcelona, Avignon, Bruges, London?
5. Name the States of South America, bordering on the Pacific Ocean.
6. Make an imaginary journey by land, from Philadelphia to San Francisco, California; name the States, principal towns, and countries through which you would pass.
7. How is Italy divided; name its principal cities and rivers.
8. Describe Eastern Africa; name the different countries which it includes, and say what is known of them.
9. Where are the following rivers in Asia: Lena, Cambodia, Don, Caspian; where do they empty?
10. Where are the following lakes in Europe: Onega, Wener, Geneva? How long is each of these lakes?

The examination in History is conducted by Prof. Heywood. It is to be hoped, in justice to the candidates, as well as for the convenience of the examiners, that the Controllers will adopt one uniform text book, to be used in this branch of study. The best that can be done at present is to make each question such that it can be answered from any one of the books now in use in the schools. The questions employed at the last examination are given below. The Professor, in selecting them, did not limit himself, as is sometimes partially done, to the revolutionary period of our history, but stretched the questions, so far as practicable, through the whole extent of the subject, from the earliest attempts at colonization to the present time.

1. Give a short account of Peter Stuyvesant.
2. Mention two circumstances connected with the settlement of Georgia.
3. At the commencement of the Old French War, (1754,) what was the extent of the French possessions in North America, and what were the designs of the French?

4. How did Sir Henry Clinton attempt to arrest Washington's march to the South in 1781?
5. Give an account of Alexander Hamilton's financial measures, as Secretary of the treasury under Washington.
6. Mention three important measures of the administration of the elder Adams.
7. By what arrangement with Napoleon did Jefferson acquire Louisiana?
8. Give a short account of Captain Porter's cruise in the frigate Essex.
9. What were the objects and character of the Hartford Convention, and when was held?
10. Give a short account of Jackson's Creek War, in 1813 and 1814.

In the Constitution of the United States, the questions are limited to the text book adopted by the Controllers. The examination hereafter will be conducted by the new assistant, Prof. Heard. On the last occasion, the questions were prepared and the answers examined by myself. The questions were as follows:

1. Give some account of the steps which led to the adoption of the present Constitution of the United States.
2. Repeat the preamble of the Constitution.
3. What are the qualifications for a Representative?
4. What is the present ratio of representation? How many representatives has each of the following States: Virginia, Ohio, Pennsylvania, Massachusetts and Mississippi?
5. What are the qualifications for a Senator?
6. In what respects do the qualifications of a Senator differ from those of a Representative?
7. What Legislative powers are by the Constitution denied to the States?
8. What are the qualifications for President of the United States?
9. What is Treason against the United States?
10. Describe the steps necessary to amend the Constitution of the United States.

Grammar and Arithmetic are considered more important than any of the other branches upon which the candidates are examined. Double weight, therefore, is given to these studies, by giving them two sets of questions, and two independent marks. Besides this, a thorough acquaintance with these two studies influences indirectly the success of a candidate in all the other studies. A boy, who is a good grammarian, can succeed better in his Definitions, and generally, in his statement of what he knows on any subject. In like manner, one thoroughly versed in Arithmetic, will meet with evident facilities in his Algebra and Mensuration.

Grammar and Arithmetic, therefore, enter largely, both directly and indirectly, into the question of a boy's admission, as they do into his actual progress in knowledge and intellectual advancement.

The examination in Grammar is conducted by Prof. Rhols. The first set of questions is intended to elicit the candidate's knowledge of the rules and definitions, in other words, his acquaintance with the Grammar as a text book.

1. What rule of Spelling would I violate, if I should spell the word "submitted" with a single *t*, thus, *submited*?

2. Give five examples of the plurals of nouns adopted without change into the English, from foreign languages.

3. What is the general rule for the formation of the possessive case? What are the exceptions to this rule?

4. Give the past tense and perfect participle of each of the following verbs: *ce*, *lade*, *lie*, and *bear*, (to carry.)

5. Which of the auxiliary verbs are also used as principal verbs?

6. Conjugate the verb "to wear," in the passive voice, indicative mood, singular future tense.

7. When a pronoun is used to represent a part of a sentence, in what person, number, and gender should it be?

8. What care should be taken in using the past tense and the perfect participle? Give some examples of common errors arising from inattention to this point.

9. If the following sentence is incorrect, correct it, and give your reasons for the alteration you make:—

I wrote to and cautioned the Captain against it.

10. Give three rules of punctuation applicable to the comma.

The other set of questions is of a more practical kind, intended to test the skill of the candidates in parsing. In addition to this, it may be remarked, that very faulty, ungrammatical expressions, used by the candidates in this or any other exercise, necessarily cause some abatement in the Professor's estimate of its value.

Parse the words italicised and numbered in the following lines:—

¹*What* nothing ²*earthly* gives, or ³*can* destroy,
 The soul's calm ⁴*sunshine*, and the heartfelt joy,
 Is virtue's prize; a ⁵*better* would you fix?
 Then give ⁶*Humility* a coach and six,
 Justice a conqueror's sword, or Truth a gown,
 Or Public Spirit its great ⁷*cure*, a crown.

In Arithmetic, a division of the subject takes place similar to that in Grammar. There is first a set of questions on the rules and definitions, intended to test the boy's acquaintance with the text book. This set of questions is prepared, and the answers marked, by Prof. Kendall. Those used on the last occasion were as follows:

What is meant by the greatest common measure of several numbers, and how it be found?

Give the two rules for reducing fractions to a common denominator. Why are the values not altered?

If the same number be subtracted from both numerator and denominator of a fraction, how will the value of the fraction be affected? Why?

Give the rule for dividing decimals, and give the reason for pointing off the quotient according to the rule.

How do you reduce a decimal to a vulgar fraction?

Give the rule for Compound Division.

Give the rule for stating and working questions in proportion.

Give the rule for computing interest at six per cent., when the time is expressed in months, and also when the time is expressed in days.

Define Involution and Evolution. What is meant by the cube root of a number?

What is Geometrical Progression? Give the rule for finding the sum of the terms.

The Practical questions in Arithmetic are prepared and examined by Prof. Vogdes. On the last occasion they were as follows:

1. Multiply $\frac{3}{7}$ of $1\frac{2}{5}$ of $12\frac{1}{2}$ by $2\frac{1}{5}$ of $\frac{3}{44}$.

2. Simplify $\frac{13}{21} \times \frac{1}{2} - \frac{11}{14} \times \frac{1}{3}$
 $\frac{16}{21} \times \frac{1}{2} - \frac{13}{14} \times \frac{1}{3}$

3. Reduce 2 furlongs, 97 yards, 2 feet, 4 inches, to the fraction of a mile.

4. Find the value of .07 of 2£ 10s., and express it as the decimal of a pound.

5. If 48 men can perform a piece of work in 16 days of 9 hours each, in how many days of 12 hours each can 64 men accomplish the same?

6. Find the amount of \$9999.99 for 19 months and 29 days, at 6 per cent.

7. Extract the Square root of .00789 to three decimal places.

8. Extract the Cube root of .7759 to three decimal places.

9. The first term in a geometrical progression is 1, the last term 21, and the number of terms 11, required the sum of the series.

10. The extremes of a geometrical progression are 1 and 65536, and the ratio 4, what is the sum of the series?

As the study of Algebra and Mensuration has been very recently introduced, it was deemed expedient, and was so ordered by the Committee, that, for the present, the questions should be limited to certain prescribed parts of the text books adopted by the Controllers, viz: in Greene's Algebra, from the beginning of page 102; and in Vogdes' Mensuration, from page 57 to page 109.

The questions in Algebra were prepared and examined by Prof. Kendall. They were as follows:

1. Add together $3x + 5y - 6z + 1$, $-2x - 9z - 8y$, $20x + 2y - 3z$, $x + y - 4$ and $7 - x + z$.
2. Given $21x + 15 - 5x - 1 = 27 - 5x + 11x - 3 - 10$, to find x .
3. A farmer received \$54 for 100 bushels of grain, consisting of rye worth 72 cents and oats worth 45 cents a bushel. How many bushels were there of each sort?
4. When an equation contains fractions, how may they be destroyed?
5. Find a number whose fourth part exceeds its fifth part by $17\frac{1}{2}$.
6. Subtract $\frac{10x}{3} - \frac{3y - 4}{5} + \frac{7x - y}{4}$ from $4x - \frac{y}{3}$.
7. A man is now 30 years old, and his brother 20. In how many years will their ages be as 5 to 4?
8. Give the first rule for exterminating an unknown quantity.
9. Given $2x - 3y = 7$, and $8x - 10y = 6$; find x and y by each rule.
10. Given $x - y - z = 5$, $3x - 4y - 5z = 52$, and $5x - 4y - 3z = 32$, find the values of x , y , and z .

The examination in Mensuration was conducted by Prof. Vogdes. The questions were as follows:

1. What is a straight line?
2. When is one line said to be perpendicular to another?
3. What are parallel lines?
4. What is a circle?
5. What is the chord of an arc?
6. What is the area of a square, whose side is 4 feet 2 inches?
7. What is the area of a triangle, whose base is 67 yards, and height 14.5 yards?
8. The base of a right-angled triangle is 38 chains, and the perpendicular 41 chains; required the hypotenuse?
9. Required the area of a trapezium, whose diagonal is 84 yards, and the perpendiculars 21 and 28 yards.
10. What is the circumference of a circle, whose diameter is 7 feet?

When the answers to all these questions have been handed in, they are collected and exhibited to Prof. Becker, who bases upon them his estimate of the Penmanship. Formerly, a separate exercise in penmanship was made, a particular passage being written for this purpose from dictation. It has, however, been found to lead to a more accurate comparison of the relative merits of the candidates, to inspect the whole mass of their writing, amounting in each case to twelve or fifteen folio pages, instead of resting upon the evidence of a single special exercise. The examination being complete, and the marks opposite each candidate's Number being added up and averaged, it is determined to admit all whose general average is above a certain point. If, for instance, it is ascertained that there are vacancies sufficient in the school to warrant the admission of one hundred and five, and it appears on looking over the list of averages, that there are one hundred and five whose general average is five and two-tenths (5.2) in a scale of which ten (10) is the maximum, then all the candidates whose general average is 5.2 or upwards, are admitted, and all whose general average is below 5.2 are rejected. The candidates being assembled in one of the large rooms, the Principal calls for candidate Number 1. The candidate presents himself and produces his card as his voucher. No other candidate claiming to be Number 1, the result is then made known. If the marks opposite this number give an average of 5.2 or upwards, it is announced to him that the examination is sufficient to admit him, provided he has the other legal qualifications. Then, for the first time, is he asked his name and the school from which he came. On his announcing his name and school, one of the Professors refers to the file of certificates to see that a candidate of that name has been sent from that school, and that there is the proper evidence of his being over twelve years of age, and of his having been a pupil of the public schools at least one year. The candidate then receives a certificate of his admission, and retires. The process is precisely similar, where the marks opposite the Number give an average less than 5.2. The candidate in that case is informed that he is rejected, and is asked only his name and school;

in the case of a candidate's being admitted, he is asked several other questions in regard to his age, residence, parents' name, occupation, &c., about which, in the case of a rejected candidate, no question is asked.

The first candidate on the list being thus disposed of, that being admitted or rejected, Number 2 is called, and undergoes the same process: then Number 3, and so on to the end of the list.

All the papers relating to the examination are carefully preserved. That is to say, they are arranged in suitable order, and bound, and an index is prepared to facilitate references to them. The papers of one examination make two thick volumes of folio-cap, amounting to about three thousand pages. These volumes contain the marks given by the different Professors, the questions used in the written examination, the register of admission and rejection, the certificates of age and attendance upon the public schools, and *all the written answers handed in by the applicants*. In other words, they contain all the evidence which the Professors had before them in admitting or rejecting a candidate. Every facility, therefore, is afforded to those who are dissatisfied with the result of the examination, to investigate the matter. Such investigations occur after almost every examination, and with a uniform result. Visiting Directors of particular schools, and parents of particular boys, often find in the papers the evidence of a deficiency which had not been before suspected, and which is usually corrected before the next examination.

In consequence of students being admitted in the High School only once in six months, and of their leaving from week to week, as business or necessity requires, the school is rendered inconveniently full at the beginning of the term, and is sometimes not so full as it might be at the close. These facts having being duly presented to the Committee, and through them to the Board of Control, it was, at the June meeting, ordered, that hereafter at each examination, in addition to those admitted, a certain number of other candidates, being those next in scholarship on the examination list, be declared Probationary.

tigers, and that the probationers be admitted from time to time as vacancies occur, provided they give satisfactory evidence, by certificate from their teacher, and by examination, that they have continued their attendance at their respective Grammar schools, and have been pursuing diligently the more advanced studies of the first divisions in the same.

In accordance with this resolution, twenty of those admitted at the July examination were received as probationers. As more students left during the vacation than was anticipated, the first ten of those were received at the beginning of the session, at the same time with the rest of their class. The others will be sent for as vacancies occur. The following is the circular addressed to the parent at the time of the admission of the new Class:

DEAR SIR,

By a late resolution of the Board of Control, in addition to those candidates admitted at the semi-annual Examination, we are directed to declare certain others, being those next in order of qualification on the examination list, as *Probationers for admission*, and to admit the same from week to week during the term, as vacancies occur. At the present examination we have declared as probationers, among whom is your son. He is the on the list, and will be sent for as soon as sufficient number of vacancies occur, probably about . It will be necessary, in order to his admission then, that he should in the meantime continue his attendance at the Grammar School, and pursue successfully the more advanced studies of the same. A certificate to that effect from his teacher will be required, and he will be examined on the studies pursued between the present time and the time of his being sent for.

Very Respectfully,

JOHN S. HART,

PRINCIPAL.

Some of the results of the several examinations for admission are given in the remarks and tables which follow.

A record has been kept of the *age* of the pupils at the time of their admission to the school. They are required by law to be at least twelve years of age. At the first examination, the requirements of the law in this respect were barely complied with. The requirements in regard to scholarship, however, have been so much increased since that time, that it is rare for a candidate to pass the examination who is not considerably beyond the legal age. The average age of the class first admitted was only twelve years and one month. From this point there has

been a gradual though not a uniform increase in the age of the classes admitted, until it has reached more than fourteen years. The addition recently made of more than a year's study to the requirements for admission, will probably cause the average age hereafter to rise to fifteen, or upwards.

Average Age of the pupils of the several Classes admitted to the High School from its organization, October, 1838 to July, 1850.

DATE OF ADMISSION.	YEARS.	MONTHS.
October 22d, 1838, - - -	12	1
January 7th, 1839, - - -	13	1
January 6th, 1840, - - -	13	5
July 15th, 1840, - - - -	13	11
January 6th, 1841, - - -	14	5
July 14th, 1841, - - - -	14	8
January 6th, 1842, - - -	14	0
July 14th, 1842, - - - -	14	4
January 6th, 1843, - - -	14	5
July 14th, 1843, - - - -	14	1
January 6th, 1844, - - -	14	4
July 5th, 1844, - - - - -	14	5
January 7th, 1845, - - -	13	6
July 14th, 1845, - - - -	14	4
February 13th, 1846, - - -	14	3
July 11th, 1846, - - - -	14	9
February 10th, 1847, - - -	14	4
July 16th, 1847, - - - -	14	0
February 16th, 1848, - - -	14	1
July 19th, 1848, - - - -	14	4
February 16th, 1849, - - -	14	3
July 18th, 1849, - - - -	14	1
February 18th, 1850, - - -	14	4
July 26th, 1850, - - - -	14	1

On the first organization of the school, in 1838, the only requirement in regard to *attendance*, was a certificate that the candidate belonged to some one of the Public Schools. Under the operation of this provision, several members of the first class were merely enrolled in the Grammar Schools, but were never

in any legitimate sense of the word pupils of those schools. To correct this evil, it was subsequently ordered by the Controllers that candidates should bring a certificate of having attended the public schools at least six months. The term of six months was afterwards, near the close of 1842, changed to one year, at which it now stands. Such had been the condition of the lower schools prior to the establishment of the High School, that many persons were under the impression that it was necessary first to send their children to private schools to obtain the real acquirements necessary to pass the examination, and afterwards to send them to the public schools the six months or year, merely in compliance with the law. Many, accordingly, during the early history of the school, adopted this course. But as the lower schools improved in character, and as their merits became more known, the practice was gradually abandoned. It is now becoming a rare instance for a pupil to be admitted to the High School who has received any part of his preparation elsewhere than in the public schools. To make this more apparent I have prepared the following table, showing the average time of attendance of the several classes upon the lower schools prior to their admission to the High School. I have not been able to extend this table further back than 1842. Prior to that time, the candidate brought a certificate merely stating that he had been in attendance upon the lower schools the time required by law, but without specifying exactly how long he had attended. In 1842, a new form of certificate was prepared, requiring, in regard to each candidate, an exact and specific statement of his time of attendance. There are, as I have just said, no means of ascertaining with accuracy the time of attendance of the first class, admitted in October, 1838. Judging from traditionary evidence, I have been led to estimate it at less than six months. From that point, the average time of attendance of the several classes has gradually increased until it has exceeded five years. Nothing could show more satisfactorily than the following table, that the pupils now admitted to the High School, are the legitimate fruits of our own system.

Average time that the pupils of the several Classes admitted the High School had been pupils of the lower Schools, from July, 1842, to July, 1850.

DATE OF ADMISSION.	YEARS.	MONTHS.
July 14th, 1842, - - - -	2	7
January 3d, 1843, - - - -	3	1
July 14th, 1843, - - - -	3	3
January 6th, 1844, - - - -	3	10
July 5th, 1844, - - - -	3	7
January 7th, 1845, - - - -	3	6
July 14th, 1845, - - - -	4	0
February 13th, 1846, - - - -	4	1
July 11th, 1846, - - - -	4	11
February 10th, 1847, - - - -	4	2
July 16th, 1847, - - - -	4	9
February 16th, 1848, - - - -	5	8
July 19th, 1848, - - - -	5	0
February 16th, 1849, - - - -	5	8
July 18th, 1849, - - - -	5	2
February 18th, 1850, - - - -	5	7
July 26th, 1850, - - - -	5	2

From the table of admission and rejection is prepared a tabular abstract, showing the number of candidates admitted and rejected from each school, and the average scholarship of the candidates from each school, so far as tested by the examination. In addition to these abstracts of the results of the two examinations included in this report, I have prepared two general abstracts of a similar character, showing the numbers admitted and rejected from each school, since the first organization of the High School, in 1838, and also the average scholarship of the candidates from the several schools during the same period. These tables furnish the means of many useful comparisons, not only between different schools, but between the results of the same school under different Principals. The chief points of comparison are three, viz.:

The average number per annum admitted from any school during the administration of any particular teacher.

The ratio of admitted candidates to rejected ones.

The average scholarship of the whole number examined.

In making such comparisons, I think it would be but fair, for obvious reasons, to omit the results of the first two examinations, those namely, of October, 1838, and January, 1839.

RESULT of the Examination of Applicants for Admission,
February 18th, 1850.

SCHOOLS.	Admitted.	Rejected.	Total.	Average Scholarship.
South Eastern, - - - -	4	17	21	4.4
ane Street, - - - -	11	9	20	5.0
North Western, - - - -	6	13	19	4.8
locust Street, - - - -	7	1	8	6.2
South Western, - - - -	1	3	4	4.2
North Eastern, - - - -	10	4	14	5.3
Madison, - - - -	3	8	11	4.6
Jefferson, - - - -	7	3	10	5.5
Mount Vernon, - - - -	2	8	10	4.4
Veccacoe, - - - -	0	3	3	3.8
Lanckock, - - - -	7	5	12	5.1
Monroe, - - - -	4	3	7	5.1
Livingston, - - - -	2	0	2	5.3
Marshall, - - - -	1	2	3	4.6
Cittenhouse, - - - -	8	2	10	5.8
Harmony, - - - -	1	2	3	4.9
Thompson, - - - -	0	2	2	3.4
Newton, - - - -	1	6	7	4.3
Kinggold, - - - -	2	3	5	4.3
Jackson, - - - -	0	2	2	2.4
Harrison, - - - -	5	8	13	4.5
Morris, - - - -	8	0	8	6.3
Carroll, - - - -	1	2	3	3.6
Dakdale, - - - -	1	0	1	6.1
Rutledge, - - - -	0	1	1	3.1
Walnut Street, - - - -	3	3	6	5.0
Total, - - - -	95	110	205	

Average age of the pupils admitted, - - - - Yrs. Mos. Days. 14 4 7
 Average time of attendance at the lower Schools, 5 6 17

*RESULT of the Examination of Applicants for Admission,
July 26th, 1850.*

SCHOOLS.	Admitted.	Rejected.	TOTAL.	Average of those Admitted.	Average of those Rejected.	
Zane Street, - - -	19	0	19	57.8		53
North Western, -	10	5	15	57.1	36.3	51
South Eastern, - -	8	6	14	51.7	38.8	42
North Eastern, - -	4	1	5	52.7	34.0	48
South Western, -	0	4	4		32.7	37
Locust Street, - -	4	0	4	68.6		63
Jefferson, - - - -	6	0	6	62.2		62
Madison, - - - -	1	5	6	48.1	40.4	41
Mount Vernon, - -	2	3	5	49.6	42.7	41
Weccacoe, - - - -	1	1	2	52.7	42.6	47
Hancock, - - - -	4	2	6	49.2	39.0	41
Livingston, - - -	2	4	6	60.2	41.5	47
Monroe, - - - -	2	2	4	50.3	38.9	44
Harmony, - - - -	3	0	3	53.4		51
Marshall, - - - -	1	1	2	53.9	37.6	41
Olney, - - - -	0	1	1		24.4	24
Newton, - - - -	1	0	1	59.7		59
Ringgold, - - - -	0	3	3		36.5	36
Harrison, - - - -	5	3	8	52.5	39.8	47
Morris, - - - -	7	0	7	65.7		65
Rutledge, - - - -	1	1	2	50.3	21.2	35
Walnut Street, - -	4	0	4	61.7		61
Total, - - -	85	42	127			

	Yrs.	Mos.	S.
Average age of pupils admitted, - - - - -	14	0	0
Average time of attendance on the lower Schools, - - - - -	5	0	0

CENTRAL HIGH SCHOOL.

SCHOOLS.	1906-07.		1907-08.		1908-09.		1909-10.		1910-11.		1911-12.		1912-13.		1913-14.		1914-15.		1915-16.		1916-17.		1917-18.		1918-19.		1919-20.		1920-21.		1921-22.		1922-23.		1923-24.		1924-25.		1925-26.		1926-27.		1927-28.		1928-29.		1929-30.		1930-31.		1931-32.		1932-33.		1933-34.		1934-35.		1935-36.		1936-37.		1937-38.		1938-39.		1939-40.		1940-41.		1941-42.		1942-43.		1943-44.		1944-45.		1945-46.		1946-47.		1947-48.		1948-49.		1949-50.		1950-51.		1951-52.		1952-53.		1953-54.		1954-55.		1955-56.		1956-57.		1957-58.		1958-59.		1959-60.		1960-61.		1961-62.		1962-63.		1963-64.		1964-65.		1965-66.		1966-67.		1967-68.		1968-69.		1969-70.		1970-71.		1971-72.		1972-73.		1973-74.		1974-75.		1975-76.		1976-77.		1977-78.		1978-79.		1979-80.		1980-81.		1981-82.		1982-83.		1983-84.		1984-85.		1985-86.		1986-87.		1987-88.		1988-89.		1989-90.		1990-91.		1991-92.		1992-93.		1993-94.		1994-95.		1995-96.		1996-97.		1997-98.		1998-99.		1999-00.		2000-01.		2001-02.		2002-03.		2003-04.		2004-05.		2005-06.		2006-07.		2007-08.		2008-09.		2009-10.		2010-11.		2011-12.		2012-13.		2013-14.		2014-15.		2015-16.		2016-17.		2017-18.		2018-19.		2019-20.		2020-21.		2021-22.		2022-23.		2023-24.		2024-25.		2025-26.		2026-27.		2027-28.		2028-29.		2029-30.		2030-31.		2031-32.		2032-33.		2033-34.		2034-35.		2035-36.		2036-37.		2037-38.		2038-39.		2039-40.		2040-41.		2041-42.		2042-43.		2043-44.		2044-45.		2045-46.		2046-47.		2047-48.		2048-49.		2049-50.		2050-51.		2051-52.		2052-53.		2053-54.		2054-55.		2055-56.		2056-57.		2057-58.		2058-59.		2059-60.		2060-61.		2061-62.		2062-63.		2063-64.		2064-65.		2065-66.		2066-67.		2067-68.		2068-69.		2069-70.		2070-71.		2071-72.		2072-73.		2073-74.		2074-75.		2075-76.		2076-77.		2077-78.		2078-79.		2079-80.		2080-81.		2081-82.		2082-83.		2083-84.		2084-85.		2085-86.		2086-87.		2087-88.		2088-89.		2089-90.		2090-91.		2091-92.		2092-93.		2093-94.		2094-95.		2095-96.		2096-97.		2097-98.		2098-99.		2099-00.		2100-01.		2101-02.		2102-03.		2103-04.		2104-05.		2105-06.		2106-07.		2107-08.		2108-09.		2109-10.		2110-11.		2111-12.		2112-13.		2113-14.		2114-15.		2115-16.		2116-17.		2117-18.		2118-19.		2119-20.		2120-21.		2121-22.		2122-23.		2123-24.		2124-25.		2125-26.		2126-27.		2127-28.		2128-29.		2129-30.		2130-31.		2131-32.		2132-33.		2133-34.		2134-35.		2135-36.		2136-37.		2137-38.		2138-39.		2139-40.		2140-41.		2141-42.		2142-43.		2143-44.		2144-45.		2145-46.		2146-47.		2147-48.		2148-49.		2149-50.		2150-51.		2151-52.		2152-53.		2153-54.		2154-55.		2155-56.		2156-57.		2157-58.		2158-59.		2159-60.		2160-61.		2161-62.		2162-63.		2163-64.		2164-65.		2165-66.		2166-67.		2167-68.		2168-69.		2169-70.		2170-71.		2171-72.		2172-73.		2173-74.		2174-75.		2175-76.		2176-77.		2177-78.		2178-79.		2179-80.		2180-81.		2181-82.		2182-83.		2183-84.		2184-85.		2185-86.		2186-87.		2187-88.		2188-89.		2189-90.		2190-91.		2191-92.		2192-93.		2193-94.		2194-95.		2195-96.		2196-97.		2197-98.		2198-99.		2199-00.		2200-01.		2201-02.		2202-03.		2203-04.		2204-05.		2205-06.		2206-07.		2207-08.		2208-09.		2209-10.		2210-11.		2211-12.		2212-13.		2213-14.		2214-15.		2215-16.		2216-17.		2217-18.		2218-19.		2219-20.		2220-21.		2221-22.		2222-23.		2223-24.		2224-25.		2225-26.		2226-27.		2227-28.		2228-29.		2229-30.		2230-31.		2231-32.		2232-33.		2233-34.		2234-35.		2235-36.		2236-37.		2237-38.		2238-39.		2239-40.		2240-41.		2241-42.		2242-43.		2243-44.		2244-45.		2245-46.		2246-47.		2247-48.		2248-49.		2249-50.		2250-51.		2251-52.		2252-53.		2253-54.		2254-55.		2255-56.		2256-57.		2257-58.		2258-59.		2259-60.		2260-61.		2261-62.		2262-63.		2263-64.		2264-65.		2265-66.		2266-67.		2267-68.		2268-69.		2269-70.		2270-71.		2271-72.		2272-73.		2273-74.		2274-75.		2275-76.		2276-77.		2277-78.		2278-79.		2279-80.		2280-81.		2281-82.		2282-83.		2283-84.		2284-85.		2285-86.		2286-87.		2287-88.		2288-89.		2289-90.		2290-91.		2291-92.		2292-93.		2293-94.		2294-95.		2295-96.		2296-97.		2297-98.		2298-99.		2299-00.		2300-01.		2301-02.		2302-03.		2303-04.		2304-05.		2305-06.		2306-07.		2307-08.		2308-09.		2309-10.		2310-11.		2311-12.		2312-13.		2313-14.		2314-15.		2315-16.		2316-17.		2317-18.		2318-19.		2319-20.		2320-21.		2321-22.		2322-23.		2323-24.		2324-25.		2325-26.		2326-27.		2327-28.		2328-29.		2329-30.		2330-31.		2331-32.		2332-33.		2333-34.		2334-35.		2335-36.		2336-37.		2337-38.		2338-39.		2339-40.		2340-41.		2341-42.		2342-43.		2343-44.		2344-45.		2345-46.		2346-47.		2347-48.		2348-49.		2349-50.		2350-51.		2351-52.		2352-53.		2353-54.		2354-55.		2355-56.		2356-57.		2357-58.		2358-59.		2359-60.		2360-61.		2361-62.		2362-63.		2363-64.		2364-65.		2365-66.		2366-67.		2367-68.		2368-69.		2369-70.		2370-71.		2371-72.		2372-73.		2373-74.		2374-75.		2375-76.		2376-77.		2377-78.		2378-79.		2379-80.		2380-81.		2381-82.		2382-83.		2383-84.		2384-85.		2385-86.		2386-87.		2387-88.		2388-89.		2389-90.		2390-91.		2391-92.		2392-93.		2393-94.		2394-95.		2395-96.		2396-97.		2397-98.		2398-99.		2399-00.		2400-01.		2401-02.		2402-03.		2403-04.		2404-05.		2405-06.		2406-07.		2407-08.		2408-09.		2409-10.		2410-11.		2411-12.		2412-13.		2413-14.		2414-15.		2415-16.		2416-17.		2417-18.		2418-19.		2419-20.		2420-21.		2421-22.		2422-23.		2423-24.		2424-25.		2425-26.		2426-27.		2427-28.		2428-29.		2429-30.		2430-31.		2431-32.		2432-33.		2433-34.		2434-35.		2435-36.		2436-37.		2437-38.		2438-39.		2439-40.		2440-41.		2441-42.		2442-43.		2443-44.		2444-45.		2445-46.		2446-47.		2447-48.		2448-49.		2449-50.		2450-51.		2451-52.		2452-53.		2453-54.		2454-55.		2455-56.		2456-57.		2457-58.		2458-59.		2459-60.		2460-61.		2461-62.		2462-63.		2463-64.		2464-65.		2465-66.		2466-67.		2467-68.		2468-69.		2469-70.		2470-71.		2471-72.		2472-73.		2473-74.		2474-75.		2475-76.		2476-77.		2477-78.		2478-79.		2479-80.		2480-81.		2481-82.		2482-83.		2483-84.		2484-85.		2485-86.		2486-87.		2487-88.		2488-89.		2489-90.		2490-91.		2491-92.		2492-93.		2493-94.		2494-95.		2495-96.		2496-97.		2497-98.		2498-99.		2499-00.		2500-01.		2501-02.		2502-03.		2503-04.		2504-05.		2505-06.		2506-07.		2507-08.		2508-09.		2509-10.		2510-11.		2511-12.		2512-13.		2513-14.		2514-15.		2515-16.		2516-17.		2517-18.		2518-19.		2519-20.		2520-21.		2521-22.		2522-23.		2523-24.		2524-25.		2525-26.		2526-27.		2527-28.		2528-29.		2529-30.		2530-31.		2531-32.		2532-33.		2533-34.		2534-35.		2535-36.		2536-37.		2537-38.		2538-39.		2539-40.		2540-41.		2541-42.		2542-43.		2543-44.		2544-45.		2545-46.		2546-47.		2547-48.		2548-49.		2549-50.		2550-51.		2551-52.		2552-53.		2553-54.		2554-55.		2555-56.		2556-57.		2557-58.		2558-59.		2559-60.		2560-61.		2561-62.		2562-63.		2563-64.		2564-65.		2565-66.		2566-67.		2567-68.		2568-69.		2569-70.		2570-71.		2571-72.		2572-73.		2573-74.		2574-75.		2575-76.		2576-77.		2577-78.		2578-79.		2579-80.		2580-81.		2581-82.		2582-83.		2583-84.		2584-85.		2585-86.		2586-87.		2587-88.		2588-89.		2589-90.		2590-91.		2591-92.		2592-93.		2593-94.		2594-95.		2595-96.		2596-97.		2597-98.		2598-99.		2599-00.		2600-01.		2601-02.		2602-03.		2603-04.		2604-05.		2605-06.		2606-07.		2607-08.		2608-09.		2609-10.		2610-11.		2611-12.		2612-13.		2613-14.		2614-15.		2615-16.		2616-17.		2617-18.		2618-19.		2619-20.		2620-21.		2621-22.		2622-23.		2623-24.		2624-25.		2625-26.		2626-27.		2627-28.		2628-29.		2629-30.		2630-31.		2631-32.		2632-33.		2633-34.		2634-35.		2635-36.		2636-37.		2637-38.		2638-39.		2639-40.		2640-41.		2641-42.		2642-43.		2643-44.		2644-45.		2645-46.		2646-47.		2647-48.		2648-49.		2649-50.		2650-51.		2651-52.		2652-53.		2653-54.		2654-55.		2655-56.		2656-57.		2657-58.		2658-59.		2659-60.		2660-61.		2661-62.		2662-63.		2663-64.		2664-65.		2665-66.		2666-67.		2667-68.		2668-69.		2669-70.		2670-71.		2671-72.		2672-73.		2673-74.		2674-75.		2675-76.		2676-77.		2677-78.		2678-79.		2679-80.		2680-81.		2681-82.		2682-83.		2683-84.		2684-85.		2685-86.		2686-87.		2687-88.		2688-89.		2689-90.		2690-91.		2691-92.		2692-93.		2693-94.		2694-95.		2695-96.		2696-97.		2697-98.		2698-99.		2699-00.		2700-01.		2701-02.		2702-03.		2703-04.		2704-05.		2705-06.		2706-07.		2707-08.		2708-09.		2709-10.		2710-11.		2711-12.		2712-13.		2713-14.		2714-15.		2715-16.		2716-17.		2717-18.		2718-19.		2719-20.		2720-21.		2721-22.		2722-23.		2723-24.		2724-25.		2725-26.		2726-27.		2727-28.		2728-29.		2729-30.		2730	
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No general average for the *whole time* is given, because nearly all the Schools have changed teachers since 1858. The only fair method of comparison is to make in each case an average of the results for the time that any particular teacher has had charge of the School.

A TABLE showing the numbers admitted and reje d

NUMBERS admitted and rejected from the different schools from October, 1838, to July, 1850.	1838 & 9		1840		1841		1842		1
	Oct.	Jan.							
	38	39	Jan.	July	Jan.	July	Jan.	July	Jan.
	Ad.	Rej.	Ad.	Rej.	Ad.	Rej.	Ad.	Rej.	Ad.
Model, - - - - -	14	17	15	17	11	3	1	10	10
Locust street, - - - - -	9	9	8	11	3	7	6	7	8
Zane street, - - - - -									
North Eastern, - - - - -					9	7	3	3	
North Western, - - - - -	6	9	9	10	7	2	10	3	5
South Eastern, - - - - -	8	10	6	4	1	4	2	3	0
South Western, - - - - -	1	1	3	1	4	3	8	3	6
Madison, [New Market street,]	6	1	6	2	13	1	1	0	6
Jefferson, - - - - -							7	5	1
Third street, [N. L.,]	2	2	2	6	3	3	2	4	2
Mount Vernon, [Catharine street,]	6	3	2	7	2	4	3	4	1
Weccacoe, [Reed street,]-					1	0	3	1	0
Carpenter street, - - - - -					1	1	1	1	0
Monroe, [Buttonwood street,]	0	3	2	3	4	1	0	6	6
Hancock, [Coates street,]							0	10	0
Livingston, [Fairmount,]							0	1	
Francisville, - - - - -			0	1			0	1	
Marshall, [Frankford,]									
Lower Dublin, - - - - -									1
Holmesburg, - - - - -									
Rittenhouse, [Germantown,]									
Thompson, [Manayunk,]									
Hagy, [Roxborough,]-									
Newton, [West Philadelphia,]	0	4							
Haddington, - - - - -			1	0		0	1		
Hestonville, - - - - -			0	4					
Ringgold, [Fitzwater street,]	8	15	4	10	7	3	3	3	0
Morris, [Palmer street,]	3	2	0	3		0	3	2	0
Harrison, [Master street,]			2	0	2	0	7	2	1
Rising Sun, - - - - -							3	0	0
Rutledge, [Cohocksink,]									
Richmond, - - - - -									
Walnut street, - - - - -									
Harmony, - - - - -									
Carroll, - - - - -									
Oakdale, - - - - -									
Olney, - - - - -									
Hart's Lane, - - - - -									
Irving, - - - - -									
Columbia, - - - - -									
Jackson, - - - - -									
Dickinson, (Roxborough,)									
Total, - - - - -	63	76	60	79	58	29	65	58	49

LIST OF PUPILS ADMITTED TO THE CENTRAL HIGH SCHOOL, FEBRUARY 18, 1850.

Number.	Examination Number.	NAMES.	SCHOOLS.	AGE.		PARENTS' NAMES.	OCCUPATIONS.	RESIDENCES.	Time of connection with the Public Schools.		Division or Class.
				Years.	Months.				Yrs.	Mos.	
1	127	Arnold, Uriah K.	North Eastern	14	1	Emmanuel Arnold	Dry Goods' Mer-	18 Chatham st., near 5th & Green	7	0	3d
2	33	Ashton, Francis	Do	12	6	Samuel Ashton	Tailor [chant	16 Market street	3	5	4th
3	135	Blythe, Samuel D.	Locust street	15	4	Mary Blythe	(Widow)	354 Chestnut street	2	9	5th
4	92	Boekius, Henry J.	South Eastern	14	2	Henry J. Boekius	Carpenter	213 south Ninth street	6	0	3d
5	108	Boswell, James J.	Do	12	4	James J. Boswell	Dry Goods' Mer-	108 Spruce street	1	4	2d
6	180	Brinton, Bernard	Zane street	14	6	Jacob L. Brinton	Coal Dealer [chant	14 Morgan street	3	1	3d
7	53	Capp, Edward P.	North Western	12	5	John C. Capp	Dry Goods' Mer-	148 north Twelfth street	7	0	5th
8	116	Cavada, Adolphus F.	South Eastern	15	2	Emily Cavada	(Widow) [chant	105 Chestnut street	3	2	1st
9	64	Clay, Fletcher,	Locust street	14	2	Joseph A. Clay	Lawyer	Schuykill Eighth, below Spruce	1	6	1st
10	23	Colien, Jacob S.	South Eastern	12	1	M. D. Cohen	Furrier	86 north Seventh street	6	5	5th
11	18	Coult, Isaac N.	Monroe	11	5	Joseph C. Coult	Scale maker	Wood, near Schuykill Seventh	4	1	5th
12	202	Coxey, Joseph B.	Newton	14	5	James Coxey	Grocer	West Philadelphia	7	11	2d
13	191	Crump, Jacob C.	Morris	14	6	William Cramp	Shipwright	Palmer, above Queen, (K.)	7	3	5th
14	110	Dickinson, George S.	Do	13	11	William W. Dickinson	Carpenter	531 north Front street	6	5	5th
15	37	Dorff, Richard	Livingston	14	8	Albert Dorff	Tinsmith	616 Callowhill, n. Sch. Eighth	5	0	2d
16	7	Duffy, David	Morris	13	8	Hugh Duffy	Glassblower	Queen, below Cherry, (K.)	5	9	5th
17	39	Dunlap, William H.	North Eastern	12	4	Sarah Dunlap	(Widow)	241 Vine street	6	0	3d
18	155	Earle, James M.	Zane street	13	8	James Earle	Carver & Gilder	216 Chestnut street	2	6	4th
19	26	Eberback, Edward W.	Madison	13	4	John Eberback	Baker	47 Coates street	7	7	6th
20	151	Eberle, Charles L.	Hancock	12	11	William Eberle	Coal Dealer	Poplar, bet. Ninth and Tenth	5	2	10th
21	81	Elliot, John T.	Locust street	13	6	Henrietta G. Elliot	(Widow) [veyor	6 S. W. Penn Square	6	0	3d
22	146	Evans, William R.	Zane street	15	1	Joshua Evans	Manufacturer and Ship	5 south Fourth street	2	0	3d
23	141	Gordon, James E.	South Western	13	10	Nathaniel Gordon	Manufacturer	Lombard, bet. Schuykill Third	1	0	4th

Rank	Full Name	Address	Age	Grade	Occupation	Address	Age	Grade
29	77 Hackett, William H.	North Eastern	12	11	Brickmaker	22 north second street	16	9
30	78 Hackett, George D.	Livingston	13	12	Miller	Carlton, bet. Schuykill & 2d	16	9
31	79 Hackett, John	Locust street	13	12	Music Teacher	Pine, above Tenth street	16	9
32	80 Hackett, Charles H.	Zane street	14	13	Conchian	9 Filbert Avenue	17	5
33	81 Hackett, George C.	Harrison	14	13	Plasterer	Front, below Green	17	5
34	82 Hackett, Amos	Monroe	15	14	Weighmaster	23 north Tenth street	18	1
35	83 Hackett, George H.	Jefferson	15	14	Grocer	262 north Fifth street	18	1
36	84 Hackett, Franklin C.	Zane street	15	14	Physician	291 Race street	18	1
37	85 Hackett, Richard L.	Morris	16	15	Lumber Merchant	Shackamaxon, ab. Queen, (K.)	19	5
38	86 Hackett, James W.	Walnut street	16	15	Sailmaker	South, below Eleventh street	19	5
39	87 Hackett, John R.	Rittenhouse	16	15	Manufacturer	German town	19	5
40	88 Hackett, William M.	Hancock	16	15	Carpenter	Vernon, above Tenth street	19	5
41	89 Hackett, Thomas J.	Jefferson	16	15	Cabinetmaker	110 Brown street	19	5
42	90 Hackett, Alan C.	Walnut street	16	15	Bookkeeper	230 south Eighth street	19	5
43	91 Hackett, James	North Western	16	15	(Widow)	35 south Juniper street	19	5
44	92 Hackett, William F.	Harrison	16	15	Carpenter [chant]	corner Hope and Montgomery	19	5
45	93 Hackett, John A.	Monroe	16	15	Dry Goods' Mer	Schuykill 5th, below Willow	19	5
46	94 Hackett, John W.	Locust street	16	15	Bookseller	397 Lombard street	19	5
47	95 Hackett, James W.	Carlton	16	15	Laborer	Richmond	19	5
48	96 Hackett, Alexander	Rittenhouse	16	15	Carpenter	German town	19	5
49	97 Hackett, Albert	Hancock	16	15	Chairmaker	corner of Thirteenth and Brown	19	5
50	98 Hackett, George H.	North Eastern	16	15	Tailor	6 New Market street	19	5
51	99 Hackett, Samuel	Rittenhouse	16	15	Clergyman	German town	19	5
52	100 Hackett, Samuel M.	Zane street	16	15	Bookbinder	19 north Seventh street	19	5
53	101 Hackett, Henry F.	Hancock	16	15	Carpenter	Jay st., near Ninth and Coates	19	5
54	102 Hackett, William C.	North Western	16	15	Boarding House	Broad, near Race street	19	5
55	103 Hackett, James R.	Jefferson	16	15	Morocco dresser	181 Poplar street	19	5
56	104 Hackett, William H.	Rittenhouse	16	15	Grocer	German town	19	5
57	105 Hackett, Francis D.	Mount Vernon	16	15	Teacher	370 south Front street	19	5
58	106 Hackett, Thomas M.	Rittenhouse	16	15	Blacksmith	Hutchinson, near 10th & Master	19	5
59	107 Hackett, Lewis	Do	16	15	Bookkeeper	German town	19	5
60	108 Hackett, Edward H.	Jefferson	16	15	Sashmaker	191 Coates street	19	5
61	109 Hackett, Montgomery S.	Do	16	15	(Widow)	1 Laurel street, above Front	19	5
62	110 Hackett, Francis W.	Rittenhouse	16	15	Miller	near German town	19	5
63	111 Hackett, Hugh O.	Ringgold	16	15	Teacher	273 south Ninth street	19	5
64	112 Hackett, William	Zane street	16	15	Locksmith	3 Schriver's Court	19	5
65	113 Hackett, James W.							
66	114 Hackett, James W.							

Number.	Examination Number.	NAMES.	SCHOOLS.	AGE.		PARENTS' NAMES.	OCCUPATIONS.	RESIDENCES.	Time of connection with the Public Schools.		Division or Class.
				Years.	Months.				Mrs.	Mrs.	
67	83	Schaffer, Jacob F.	Zane street	13	5	Gottlieb Schaffer	Baker	25 Appletree Alley	1	9 5th	
68	148	Sellers, Abraham	North Western	15	0	Abraham Sellers	Dry Goods' Mer	6 Poplar, above Sch. Eighth	1	2 2d	
69	55	Shunk, James F.	Do	13	10	Jane F. Shunk	(Widow)	Sch. Fourth st, above George	1	5 2d	
70	28	Sickel, Joseph F.	Oakdale	15	6	John Siekel	Teacher	Broad and Germantown Road	6	8 1st	
71	166	Smith, John E.	Harrison	17	3	William B. Smith	Iron Founder	Franklin, bet. Front and Second	4	0 5th	
72	162	Somers, Hood S.	North Eastern	15	4	Lewis S. Somers	Physician	256 north Front street	7	0 3d	
73	17	Springer, Edward K.	Do	16	5	John B. Springer	Farmer	31 Arch street	1	0 4th	
74	42	Stefian, Augustus	Madison	12	10	Marin Steffan	Musician	486 north Fourth street	3	10 5th	
75	49	Stefie, William	North Eastern	11	7	Jacob Steffe	Patternmaker	180 north Second street	5	0 4th	
76	76	Stitt, Francis U.	Walnut street	13	6	Alexander Stitt	Paper box maker	2 Bonsall street	5	0 5th	
77	201	Stees, Charles J.	Zane street	15	9	Benjamin Stees	Com. Merchant	Twelfth, above Buttonwood	2	10 4th	
78	112	Strook, Andrew F.	Morris	12	3	Joseph Strook	Grocer	Marlborough & Bedford, (K.)	5	8 5th	
79	62	Taylor, Andrew F.	North Eastern	14	4	Charles L. Taylor	Grocer	91 New street	2	0 1st	
80	168	Taylor, Israel J.	Locust street	15	2	Zachariah Taylor	Clerk	11 George, near Sch. Fifth	1	11 3d	
81	8	Thaw, William H.	Hancock	12	5	William Thaw	Carpenter	Ogden, near 11th, above Poplar	5	8 10th	
82	134	Thayer, Henry G.	Ringgold	12	9	Edward N. Thayer	Comedian	372 Cedar street	5	7 4th	
83	197	Thompson, Samuel L.	Hancock	16	5	John S. Thompson	Plasterer	Duane, near 12th and Brown	6	7 1th	
84	156	Uhler, Harry N.	Morris	15	6	George Uhler	Physician	N. E. cor. Third and Poplar	5	5 3d	
85	72	Vantine, John L.	Jefferson	14	3	John L. Vantine	Jeweller	474 north Sixth street	6	6 3d	
86	63	Wainwright, Israel R.	Zane street	12	7	William Wainwright	Grocer	128 Race street	3	6 4th	
87	38	Ward, Edward H.	Locust street	12	7	Edward U. Ward	Physician	162 south Eleventh street	3	6 4th	
88	174	Welch, Joseph	Harrison	13	3	Benjamin Welch	Bridle & bit maker	182 Germantown Road	4	11 4th	
89	10	Whildin, John S.	Zane street	12	10	Alex. Whildin	Manufacturer	20 Pine, near Second street	2	5 3d	
90	20	Williamson, Alexander H.	North Eastern	12	3	Catharine Williamson	(Widow)	70 Arch street	1	10 4th	
91	73	Williamson, Coleman L.	Hancock	15	4	Jesse Williamson	Carpenter	276 Marshall street	4	2 10th	
92	99	Winterbottom, Horatio	Morris	13	3	Joseph Massey, (S. F.)	Engineer	Marlborough, ab. Bedford, (K.)	5	4 5th	
93	96	Worrell, George W.	Do	14	3	George W. Worrell					
95	67	Young, Thomas B.	Mount Vernon	13	4	William J. Young	Quincha maker	302 north Sixth street	6	6 5th	
							Nath. Inst. Maker	348 Lombard street		3 4th	

Number.	Examination Number	NAMES.	SCHOOLS.	AGE.		PARENTS' NAMES.	OCCUPATIONS.	RESIDENCES.	Time in connection with the Public Schools.		Division or Class.
				Years.	Months.				Ms.	Div.	
1	119	Addicks, Thomas	North Eastern	13	10	John E. Addicks	Shoe Merchant	203 north Sixth, above Wood	2	3d	
2	8	Bliss, George H.	South Eastern	14	9	Robert Bliss	Import. Merchant	16 Spruce street	4	10 5th	
3	33	Bokee, William O.	North Western	16	0	F. A. Bokee	Clerk	19 Montgomery Square	1	12d	
4	120	Boneisler, Theodore	Monroe	13	8	Lewis Boneisler	Merchant [chant	Ridge Road, near Buttonwood	5	9 3d	
5	40	Boyle, Thomas	Zane street	14	7	Thomas Boyle	Dry Goods' Mer-	82 north Eleventh street	5	4 3d	
6	67	Bronley, Thomas	Harrison	15	3	John Bronley	Book-keeper	German town Road, above Fifth	5	3 5th	
7	121	Burchard, Dudley W.	Walnut street	11	7	Jabez Burchard	Clerk	Queen, bet. Fifth and Sixth	7	8 1st	
8	55	Burkhart, John C.	Zane street	15	10	Peter Burkhart	Clerk	283 Race, above Eighth	5	8 5th	
9	121	Candy, James B.	Morris	14	2	Thomas D. Candy	Blacksmith	117 Allen, above Marlborough	4	2 5th	
10	51	Chance, John C.	Morris	13	6	William Chance	Pilot	Front, below Master	6	2 5th	
11	30	Chiquoine, Peter V.	Harrison	14	7	Servelle Chiquoine	Boarding House	Frankford Road, bet. Phoenix	6	3 5th	
12	28	Clark, F. C.	South Eastern	13	0	John S. Clark	Clerk	217 south Fifth street	6	1 5th	
13	21	Clark, Thomas A.	South Eastern	13	3	Marsh B. Clark	Clerk [keeper	30 Union street	1	2 2d	
14	5	Collins, Magnus J. A.	Zane street	12	4	Elizabeth Collins	Dress maker	6 Fayette street	4	6 5th	
15	98	Cookman, John E.	Zane street	11	2	Mary Cookman	(Widow)	361 Race street	2	7 5th	
16	79	Copestiek, Alfred	Rutledge	13	8	Charles Copestiek	Engineer	Howard, near Jefferson	2	9 1st	
17	45	Cornman, Samuel A.	Hancock	13	1	Oliver Cornman	Clerk	45 Wallace, below Thirteenth	7	10 5th	
18	16	Cowperthwait, Henry	North Western	13	8	Joseph Cowperthwait	Merchant	44 Arch street	4	0 4th	
19	9	Cross, Henry C.	Zane street	12	3	Benjamin Cross	Music Teacher	Fulbert, bet. Sch. 7th and 8th	3	11 5th	
20	97	Cushman, W. H. F.	Madison	13	8	William Cushman	Teacher	137 Randolph, n. 5th & Brown	6	7 5th	
21	1	De Haven, A. H.	North Western	13	9	Hugh De Haven	Clerk	16 Palmyra Row	5	4 3d	
22	73	Dickson, David	Jefferson	15	3	Rachel Dickson	(Widow)	572 north Third, bet. George	1	2 1st	
23	88	Dilks, Theodore	South Eastern	14	7	Sickels Dilks	Baker	23 Clark street	7	2 5th	
24	13	Dillard, Henry	North Western	15	9	Thomas Dillard	Physician	Naval Asylum	7	2 1st	
25	61	Downs, Thomas	North Western	13	11	Thomas Downs	Cordwainer	N. E. cor. Juniper and Arch	8	0 5th	

Number.	Names.	Schools.	Age.		Parents' Names.	Occupations.	Residences.	Time of connection with the Public Schools		Division or Class.
			Years.	Months.				Yrs.	Mo.	
26	Drown, William A.	Zane street	14	6	William A. Drown	Umbrella maker	18 Sansom street	2		4 1th
27	Ellis, Joseph R.	Jefferson	12	7	Philip U. Ellis	Dry Good Mer-	257 Marshall street	3		10 5th
28	Evans, William H.	North Western	13	11	William R. Evans	Bottler [chan]	75 south Seluykill Eighth	1		9 5th
29	Freeland, James S.	Zane street	12	9	David S. Freeland	Hatter	26 Race street	1		8 5th
30	Glading, John	Walnut street	14	2	William Glading	Cooper	145 south Third street	9		0 2d
31	Greene, Charles	North Western	12	7	John H. Bryant, (S.F.)	Clerk	3 South Penn Square	2		0 5th
32	Handy, Thomas W.	Jefferson	12	7	Isaac H. Handy	Physician	488 north Fifth street	5		6 5th
33	Harris, Charles	South Eastern	15	6	Gebhard Harris	Cabinet maker	353 south Third street	7		6 5th
34	Harris, Joseph	Locust street	14	3	Stephen Harris	Physician	292 Pine street	1		0 1st
35	Harris, Stephen	Locust street	16	2	Do	Do	Do	4		4 1st
36	Hawkins, Edwin R.	North Eastern	13	7	William Hawkins	Tailor	91 north Third street	2		0 4th
37	Hetzel, David G.	Jefferson	13	9	John Hetzel	Baker	Apple, above Culvert, (N. L.)	4		6 4th
38	Heyl, George A.	Zane street	11	5	William G. Heyl	Dry Good Mer-	277 Race street	4		9 5th
39	Hoffman, Francis C.	Harrison	13	10	Francis Hoffman	Clergyman [chan]	388 St. John, above George	3		6 5th
40	Hornor, Henry C.	Zane street	14	4	David S. Hornor	Clerk	212 Cherry, near Tenth	3		5 4th
41	Huhn, John D.	Monroe	14	6	George Huhn	Physician	182 Ridge Road	5		4 5th
42	Ivens, William H.	Morris	13	3	Martin Ivens	Lumber Merchant	Hanover, below Bedford	5		11 5th
43	Jordan, Henry G.	Harmony	14	1	John U. Jordan	Farmer	Chestnut Hill	5		1 4th
44	Kennedy, H. P.	South Eastern	12	10	Henry P. Kennedy	Clerk	327 south Fifth street	6		5 5th
45	Kenney, Edward T.	Walnut street	17	0	Edward J. Kenney	Tailor	183 south Second street	6		0 2d
46	Kenworthy, Charles	Marshall	15	7	John Kenworthy	Painter & Glazier	Frankford	5		7 3d
47	Kitchen, Theodore	Locust street	13	10	Uriah Kitchen	Teacher	93 George, above Eleventh	1		6 3d
48	Knauff, Henry	Zane street	13	10	Henry Knauff	Organ Builder	167 Vine street	1		0 3d
49	Knight, George W.	West Philadelphia	15	5	Isaac Knight	Farmer	Mantua ville	1		8 1st
50	Kurlbaum, Charles	Morris	14	4	Charles Kurlbaum	Manufacturer	Front, near Oxford, (K.)	6		2 5th
51	Levering, William A.	South Eastern	12	2	Nathan Levering	Tailor	139 south Second street	4		0 5th
52							336 Race, bet. Ninth and Tenth			5 3d

54	108	Marton, Joseph W.	North Western	12	James W. Marton	Mer. Bro. Grocer	Arch, above Chestnut Fifth	5	5th
56	107	McKibbin, Robert	Zane street	16	Chambers McKibbin	Funkeper	38 n. 4th, bet. Market & Arch	1	0 2d
57	71	McNeill, Malcolm	South Eastern	12	Malcolm McNeill	Dry Good - Mer	N. W. cor. Fourth and South	5	8 5th
58	6	Nothardt, John G.	Harrison	15	John G. Nothardt	Stone mason	e. Cedar & Dauphin, Richmond	5	2 5th
59	60	Notson, William M.	Weccacoe	11	William Notson	Physician	N. E. cor. Washington & Parker	4	11 1st
60	58	Nowlen, Garrett	Zane street	15	Julia Nowlen	(Widow)	69 north Tenth street	2	10 5th
61	12	Pearson, Charles A.	Walnut street	16	Joshua Pearson	Hatter	271 south Tenth street	2	2 2d
62	68	Potter, Herman B.	Livingston	11	Eliza J. Potter	(Widow)	Sch. Third, below Callowhill	6	6 1st
63	117	Rankin, John	Zane street	12	John Rankin	Pavior	40 Mechanic street	5	2 1th
64	48	Reaney, Thomas J.	Morris	13	Robert Reaney	Watchman	cor. Frankford Road & Harrison	4	11 5th
65	22	Rex, Franklin	North Eastern	12	Samuel S. Rex	Broker	12 Branch street	3	6 1th
66	83	Rommell, Jacob	Jefferson	13	John Rommell	Com. Merchant	cor. Franklin and Brown	5	6 3d
67	19	Rose, William B.	Hancock	12	Abraham Rose	Victualler	Coates, above Schuylkill Sixth	9	8 5th
68	41	Schaffer, Jacob	Zane street	15	Godet Schaffer	Baker	25 Appletree alley	6	3 5th
69	94	Severson, Robert G.	Mount Vernon	11	James T. Severson	Cordwainer	14 Wesley st., below Wharton	9	0 1th
70	25	Shaw, Alexander	Hancock	15	James Shaw	Cabinet maker	Poplar, above Thirteenth	8	11 5th
71	4	Shaffner, John	Zane street	12	John Shaffner	Dry Good Mer	29 north Twelfth street	4	11 5th
72	112	Sheridan, Owen	Harmony	13	Owen Sheridan	Farmer	Chestnut Hill	5	6 1th
73	125	Sheridan, Robert J.	Do	11	Do	Do	Do	6	2 1th
74	82	Siddal, Francis	Jefferson	11	Joseph A. Siddal	Surveyor & Con	S. W. cor. Fourth and Green	1	2 2d
75	128	Skeritt, James J.	Zane street	16	David C. Skeritt	Physician	985 Spruce street	6	0 2d
76	53	Stimmel, John	Zane street	13	Marin Stimmel	(Widow)	Fillbert, bet. Tenth & Eleventh	6	5 5th
77	92	Stockham, Daniel	Morris	14	George Stockham	Lumber Merchant	Beach, above Palmer	4	7 5th
78	39	Town, Charles	Hancock	12	Theodore Town	Printer	Schuylkill Fourth, above Arch	2	0 3d
79	11	Waddell, John	North Western	13	Robert Waddell	Drayman	2 Gebhard street	5	4 2d
80	46	Walker, James	Livingston	11	Andrew Walker	Manuf. Carpets	William, above Biddle	7	6 1th
81	24	Westcott, John M.	Morris	14	Joseph Westcott	Mariner	1 Maiden, below Beach, (K.)	6	4 1th
82	116	Wharton, George W.	Zane street	15	George W. Wharton	Carpenter	19 south Thirteenth, ab. Walnut	6	0 5th
83	101	Wilkins, John H.	North Western	11	William Wilkins	Lumber Inspector	6 George, bet. Sch. 6th & 7th	7	6 5th
84	115	Winslow, George H.	Mount Vernon	13	George Winslow	Grocer	180 south Ninth street	6	11 1th
85	113	Woodruff, William W.	North Eastern	14	Moses Woodruff	Grocer	128 north Front street	4	6 3d

OCCUPATIONS.

It is a matter of very general interest and inquiry to know to what classes in society the students of the High School belong. The only available means of information on this point are the occupations of their parents. This is not always a certain criterion. The term "merchant," for instance, is one not very well defined, and means sometimes a man with an income of a few hundred dollars, and again one with an income of as many thousands. Still, there are other cases where the name of an occupation defines pretty clearly the class and condition of those who pursue it. Every one understands the classification met with by Clergymen, Judges, Carpenters, Blacksmiths, Cordwainers, Seamstresses, and others that might be named. When a candidate is admitted to the school, the occupation of his parent or guardian is always registered and published, together with his residence. In the absence of any temptation to deceive, and with the certain means of detecting any deception, the register of occupations may be relied on as evidence, and as indicating with sufficient accuracy the classes in the community most immediately benefited by the school. In the tables just given is a detailed list of those admitted during the past year, giving the name, residence, and occupation of each individual. A similar list has been published every year. From these detailed statements I derive the summaries which follow:

OCCUPATIONS of the Parents and Guardians of the pupils admitted to the High School, February 18th, 1850:—Baker 1, Blacksmith 1, Boardinghouse keeper 1, Bookbinder 1, Bookseller 1, Brickmaker 1, Bridlebit maker 1, Cabinetmaker 1, Carpenters 9, Carver and Gilder 1, Chairmaker 1, Clergyman 1, Clerk 1, Coal Dealer 2, Comedians 2, Commission Merchant 1, Copper-plate Printer 1, Drygoods Merchants 5, Engineer 1, Farmer 1, Furrier 1, Glassblower 1, Grocers 6, Importers 1, Innkeepers 2, Ironfounder 1, Jeweller 1, Laborer 1, Lawyers 2, Locksmith 1, Lumber Merchants 2, Machinists 1, Manufacturers 3, Mathematical Instrument maker 1, Measurer and Surveyor 1, Millers 2, Morocco Dresser 1, Music Teacher 1, Paper box maker 1, Pattern maker 1, Physicians 4, Plasterers 2, Sailmaker 1, Sashmaker 1, Scale maker 1, Shipwright 1, Tailors 2, Teachers 3, Tinsmith 1, Trader 1, Umbrella maker 1, Watch maker 1, Weigh Master 1, (Widows) 10. Total 95.

OCCUPATIONS of the *Parents and Guardians of the pupils admitted to the High School, July 26th, 1850*:—Bakers 3, Blacksmith 1, Brokers 2, Cabinetmakers 2, Carpenters 2, Clergyman 1, Clerks 10, Cooper 1, Cordwainers 2, Draymen 2, Dressmakers 3, Engineers 2, Farmers 4, Grocers 3, Hatters 2, Innkeeper 1, Machinists 2, Manufacturers 3, Mariners 2, Merchants 6, Painter 1, Physicians 7, Printer 1, Ste mason 1, Storekeepers 9, Tailors 3, Teachers 3, Umbrella maker 1, Victualler 1, Watchman 1, Widows 3. Total 85.

OCCUPATIONS of the *Parents or Guardians of Pupils admitted from the first opening of the School, October 22d, 1838, to July 26th, 1850*.—Agents 6, Armen 2, Apothecary 1, Artists 3, Bakers 18, Barbers 2, Blacksmiths 26, Blind men 2, Boardinghouse keepers 9, Bonnet presser 1, Bookbinders 10, Booksellers 1, Bottler 1, Brassfounders 6, Brewers 9, Bricklayers 21, Brickmakers 12, Bridle-bit maker 1, Brokers 18, Brushmakers 9, Button maker 1, Cabinetmakers 28, Cap maker 1, Carpenters 108, Carters 18, Carver and Gilder 1, Caulker 1, Chairmakers 5, Chaise driver 1, Chemists 2, Clergymen 32, Clerks and Accountants 123, Coachmakers 5, Coal dealers 8, Coal viewer 1, Coiners 2, Collectors 5, Comb makers 11, Comedians 2, Commission Merchant 1, Confectioners 4, Contractor 1, Conveyancers 8, Coopers 12, Copperplate Printer, 1, Corders 2, Cordwainers 98, County Commissioner 1, Curriers 1, Custom House Officers 3, Cutlers 2, Daguerreotypist 1, Dealers 5, Dentists 10, Dillers 7, Draymen 4, Drovers 3, Druggists 19, Drygoods Merchants 5, Dyers 9, D-sinker 1, Editor 1, Engineers 7, Engravers 17, Farmers 30, Fishermen 5, Flour Inspector 1, Frame maker 1, Furriers 3, Gardeners 4, Gentlemen 4, Gilders 4, Glass makers 4, Glove maker 1, Gold beaters 2, Grocers 78, Gunsmith 1, Hardware Merchants 4, Hatters 26, Hay Merchant 1, Horse dealer 1, Hose Manufacturers 2, Ice dealers 2, Importer 1, Innkeepers 41, Ironfounders 6, Jewellers 11, Judges 5, Lancers 48, Lapidary 1, Lastmakers 2, Lawyers 21, Livestable keeper 1, Locksmiths 3, Lumber Merchants 4, Machinists 29, Mantua makers 28, Manufacturers 6, Marble mason 1, Mariners 30, Mast maker 1, Mathematical Instrument makers 5, Measurer and Surveyor 1, Merchants 125, Military Cap maker 1, Millers 10, Mills 5, Millwrights 3, Miner 1, Morocco dressers 3, Musical Instrument maker 1, Ninters 9, Paper-box makers 2, Paper-hangers 2, Paper Manufacturer 1, Pattern makers 2, Paviers 2, Pawnbrokers 4, Pedlars 2, Physicians 45, Piano Forte makers 3, Plane makers 2, Plasterers 14, Plumbers 1, Portrait Painters 2, Potters 2, Printers 2, Prison keeper 1, Pumpmakers 4, Reed maker 1, Rigger 1, Saddlers 27, Sailmakers 4, Sailing Masters 2, Salesmen 2, Sashmaker 1, Saw makers 2, Scale maker 1, Seamstresses 18, Sea Captain 1, Ship Chandler 1, Ship-joiners 2, Shipsmiths 3, Shipwrights 2, Shuttle maker 1, Silver plater 1, Silversmiths 4, Skin dresser 1, Soap boilers 2, Spawners 2, Spooler 1, Spring makers 2, Stage drivers 3, Starch Manufacturer 1, Stereotype founders 2, Stockmakers 2, Stone cutters 13, Stone masons 3, Storekeepers 113, Stove finisher 1, Superintendent of Gas works 1, Surgical Instrument makers 8, Suspender maker 1, Tailoresses 7, Tailors 69, Tallow Chandlers 3, Tanners 5, Teachers 36, Tinsmiths 15, Tobacconist 14, Traders 4, Turners 7, Typefounders 3, Umbrella makers 6, Undertakers 2, Upholsterers 3, Victuallers 16, Warp-makers 1, Watchmakers 11, Watchmen 11, Weavers 23, Weigh master 1, Wheelwrights 2, Whip maker 1, Worker in metal 1, (Widows) 117. Total 2,130.

Another point on which, though for a different reason, inquiry is frequently made, relates to the occupations of the pupils after leaving the school. Each pupil on leaving is requested to make a record of the business which he is about to follow. It no doubt often happens that a boy after following one kind of business for a few months, changes it for another. In some cases also we are not able to ascertain the occupation of pupils after leaving school. Still, as a general rule, the record is a safe guide to us in inquiring into the tendencies of the course of instruction pursued. It was very early a matter of anxiety with the Controllers to avoid the error, not of *over* educating the pupils, but of so educating them as to give them a distaste for business. It was feared that the gift of intellectual culture would be accompanied with a disrelish for anything but intellectual employment, if not with a dislike of employment altogether. Such, without doubt, is often the result of education, misdirected. The tendency in this respect of the course of instruction prescribed by the Controllers, would seem to be of the most encouraging kind. The alumni of the High School are already found scattered throughout the City in almost every walk of useful industry. The nature and variety of their occupations may be best gathered from the statements which follow. I deem it not improper to add in this connection, that many of our leading mechanics, manufacturers, merchants and others, are in the habit of sending to the school whenever they are in want of desirable young men to be trained to business.

*OCCUPATIONS of the Pupils who Graduated or left during the 23d Term, ending February 21st, 1850:—*Blacksmiths 4, Bookbinders 3, Brewer 1, Bricklayers 2, Carpenters 8, Chairmaker 1, Clerks 8, Conveyancers 4, Cooper 1, Druggist 1, Engineer 3, Engraver 1, Farmers 5, Grocer 1, Hatters 2, Jeweller 1, Lawyer 1, Locksmith 2, Machinists 6, Mariners 2, Masons 2, Paper-hanger 1, Physicians 3, Potter 1, Printers 4, Shipwright 1, Stone cutters 2, Stores 9, Tailors 3, Tanner 1, Teachers 2, Turner 1. Total 87.

*OCCUPATIONS of the Pupils who graduated or left during the 24th Term, ending July 26th, 1850:—*Blacksmiths 2, Blind makers 2, Bookbinders 2, Bricklayers 1, Cadet 1, Carpenters 9, Clerks 12, Conveyancers 6, Coopers 3, Cordwainers 4, Drug

6, Engravers 3, Farmers 9, Grocers 3, Hatters 2, Jewellers 4, Lawyers 4, Machinists 3, Manufacturers 2, Mariners 4, Physicians 2, Printers 5, Saddlers 3, Shipwrights 3, Stereotypists 2, Stores 15, Tailors 3, Wheelwrights 2. Total 119.

During the first four years of the existence of the High School, attention was not turned particularly to ascertaining the occupations of those who left. The records during that period are therefore not sufficiently complete to be of much value. Since 1842, however, the record is nearly complete.

Graduated and left during the whole twelve years, -	-	-	-	-	-	1645
do do prior to Sept., 1842, (occupations not generally ascertained,)						178
do do during the last eight years, (occupations given below,)						1467

OCCUPATIONS of the 1467 pupils who Graduated or left during the eight years, ending July 26th, 1850:—Architects 2, Bakers 2, Blacksmiths 32, Blind makers 2, Bookbinders 16, Brewer 1, Bricklayers 30, Brickmakers 5, Brush maker 1, Cabinet makers 8, Cadets 3, Carpenters 120, Chairmakers 3, Chemists 6, Clergymen 6, Clerks 13, Conveyancers 44, Coopers 8, Cordwainers 50, Curriers 12, Cutlers 2, Dentists 5, Druggists 44, Dyers 2, Engineers 24, Engravers 37, Farmers 70, Gas fitters 2, Glass cutters 2, Gold beater 1, Grocers 11, Hatters 11, Iron founders 2, Jewellers 12, Lawyers 17, Locksmiths 2, Machinists 65, Manufacturers 13, Mariners 31, Millers 4, Merchants 3, Miller 1, Millwrights 3, Moulders 2, Painters 13, Paper binder 1, Physicians 19, Plasterers 2, Plough maker 1, Plumber 1, Potter 1, Printers 5, Saddlers 14, Sail makers 2, Ship Carpenters 6, Ship Joiners 2, Shipwrights 22, Stereotypists 2, Stone cutters 4, Store keepers 332, Tailors 12, Tanner 1, Teachers 5, Tinsmiths 4, Tobacconists 3, Turners 4, Type founders 4, Watchmakers 4, Wavers 4, Wheelwrights 7, Not ascertained 29, (Deceased,) 6. Total 1467.

ORDER OF EXERCISES.

One of the most difficult problems in the internal economy of the school is the settlement of the Order of Exercises. Some idea of the number of conditions to be satisfied, and of the complexity of the whole arrangements, may be gathered from attention to the following particulars.

The whole number of classes in school is eight. These are designated by the letters of the alphabet A, B, C, D, E, F, G,

H. A signifies the class most advanced, and II the one 1st advanced. As a class from the time of its admission to a school receives no additions, it continually diminishes in numbers towards the close of the course, a large number leaving in a body at the end of two years, and others leaving continually from week to week, as business or necessity requires. Division A numbers ordinarily about twenty; Division H more than one hundred, and the other Divisions range between these extremes. It becomes necessary, therefore, to divide the lower classes into two or more sections. For this purpose E is divided in two sections, F into three, G into three, and H into four. This makes practically 6 classes to be provided for. The division of a class into sections is made alphabetically for ordinary purposes. But during the hour devoted to Languages, there is another division of the class, made on a principle entirely different, the class being then divided, not into the 1st, 2d and 3d sections, but into Principal, Classical, and English. Lectures are delivered, not to sections separately, but to classes as a whole. The Professor, therefore, one hour can attend to three or four sections, while the hour before, or the hour after, he can be charged with only one. The lower classes, being less accustomed to study, and less capable of making adequate preparation at home, are allowed certain hours during school for study. The upper classes have less need of study hours at school, and are to be dismissed at an earlier hour than the others. Each class needs a long recess near the middle of the day, both for exercise and refreshment. Some of the Professors are engaged for the whole six hours, others only for certain stipulated hours. Some studies being naturally more difficult than others, it is desirable that the difficult lessons should not accumulate upon particular days and the easy ones upon other days, and that the labour of the pupils should be distributed as equally as possible through the week. Again, some of the exercises in the school, such as Drawing, Writing, attending Lectures, &c., require no previous preparation. Others require study at home the night previous. Unless great care is taken, therefore, a boy one night will have nothing to do, and the next night more than he can possibly accomplish. It would

benot difficult to secure against such a result in providing for the exigencies of a single class. But the very arrangements made to prevent inequalities in the duties of one class, may produce them in some one of the other classes. In the aim to secure a proper distribution of duty for all the classes, other things equally necessary are apt to be lost sight of. One Professor is idle for an hour with nothing to do, and another Professor has two classes to teach in the same hour; or, instead of a proper distribution of his time between recitation and lecture, he may find himself called upon to deliver two or three lectures in succession. The attention being turned to distributing judiciously the duties of the Professors, the convenience of the classes is endangered. One class is deprived of its recess. Another is idle two or three hours without employment.

Such are a few of the almost countless conditions, all of which must be complied with, before the order of exercises can go into effect. With this host of negative conditions, any one of which, if not complied with, would be sufficient to clog the movement of the whole machine; it must be borne in mind that there are certain important and comprehensive positive conditions to the problem. In the first place, it must be seen that every Professor has a continued series of engagements during the time that he is required to be at the school. If, for instance, he is engaged for only three hours a day, he cannot afford to have a class from 9 to 10, then be without duty the second hour, and return again the third and fourth hours. The intercalary hour would be entirely lost to him. In the next place, the same thing must be provided for in regard to each one of the classes and sections. In other words, it must be seen, not only negatively that no incongruities and impossibilities occur in the order of exercises, but positively that every Professor is provided with a class, and every class provided with a duty, every hour of every day that they are severally required to be in attendance at the school.

With such a number of classes and departments, and so many disturbing circumstances, it is impossible to make an order of exercises that shall be perfect. All that can be done is to fix steadily in the mind the objects to be attained, and to come as

near to them as possible by a series of trials and approximations. In the order about to be presented, the following were among the objects aimed at, and the results obtained.

1. The six hours, from 9 A. M. to 3 P. M., were originally divided into six periods of an hour each. As the school, however, increased in numbers, and the lower classes became so large that it was necessary to subdivide them first into two sections, and afterwards into three and four, it became impossible to assign to so many sections the number of lessons that was desirable, without either an increase of instructors or a multiplication of hours. There are some exercises in the school which might profitably be protracted to an hour in length. I have found, however, on a careful observation of the different rooms, that in at least four-fifths of the exercises, the recitations were generally finished, and all real activity had ceased, some minutes before the expiration of the hour. The whole six hours, therefore, are divided into *eight* periods, each of forty-five minutes, or three quarters of an hour. At the end of each of these periods, there is eight times every day, every class or section leaves the Professor with whom it has been seated, and goes to some other Professor in some other room.

2. There being sixteen classes or sections in school, and only ten Professors, a portion of the classes must of course be occupied every hour in study, instead of recitation or lecture. It is a matter of primary importance to arrange properly these extension or study hours. If distributed equally among the several classes, they will give to each class about two periods, or an hour and a half daily in school for study. The four higher classes, A, B, C, D, have been two years and upwards in school, and have acquired those habits of study, and are at that age, (now averaging about 17 years,) when solitary study at home is likely to be more advantageous than study at school. Instead, therefore, of assigning to them certain hours for study in school, as is done with the junior classes, it seemed desirable so to arrange the duties of the senior classes that their recitations and lectures might commence at 9 and succeed each other without any interruption or intervention of study hours. By this arrangement their stud-

ous would be thrown together at the end of the day, and so could be spent at home. I have aimed, therefore, in preparing the order of exercises, to have all the recitations of A, B, C, D, finished every day at half-past one, or one hour and a half before the close of the school. This arrangement is one of considerable importance and value to them, and has been completely effected, and without any inconvenience to the Professors. It is, of course, without any curtailment of their recitations and lectures, of which they have their full quota.

Divisions E and F have been already in school a year and upwards, and have acquired some habits of study, though not to so great an extent as the four higher classes. In arranging, therefore, the duties of E and F, I have aimed to divide their extra hours, so that part of them should be spent in study at school, and part in study at home. Division E is daily dismissed at half-past one, and F at quarter after two.

Divisions G and H being the youngest in school, and ordinarily not trained to the habit of studying without supervision, it seems desirable that all their extra study hours should be spent at school. I have aimed, therefore, in the arrangement of their duties, to prevent their recitations from coming to a close before three, and to assign them every day on an average two periods of three-quarters of an hour each, for study at school, the study hours occurring in the early part of the day.

From this general view of the subject, it will be seen that Divisions A, B, C, D, and E, including about one-third of the whole number, are dismissed daily at half-past one; that Division F, including about one-fifth of the whole number, is dismissed at quarter after two; and that G and H, including about two-fifths, are dismissed at three. The labour exacted of the several classes, however, is generally in the inverse ratio of the time of their dismissal from school. All the classes have nearly the same number of recitations per diem. But those of the higher classes require ordinarily twice or three times the amount of preparation that is required in the lower classes. The upper classes, therefore, though released from attendance at school at an earlier hour, are occupied with their studies a much larger

portion of the whole twenty-four hours. The parents of pupils in A, B, C, and D, often complain of the amount of duty imposed. Such complaints seldom come from those in E and F, and never from those in G and H.

6. The next thing to be regarded in the order of exercise is provision for *recess*. Six hours of continued study and recitation without interruption, would be very detrimental to the intellectual improvement, as well as to the health of the students. If the students lived in the immediate neighborhood of the school, I think it would be much to its advantage to have two distinct sessions, for the forenoon and afternoon, with an interval of one or two hours, according to circumstances or the season of the year. Such an arrangement would not be as agreeable to those engaged in the instruction of the school, but would be more advantageous to the students. The great distance, however, which a majority of our students have to come, renders such an arrangement entirely impracticable. As it is, many of the students are obliged to leave home soon after seven in the morning, and do not reach it again till nearly five in the evening. One session, therefore, being indispensable, it becomes equally necessary that each class should have every day a period of three-quarters of an hour for relaxation and exercise. Theoretically, it would be best that this period should begin exactly in the middle of the day, or at 12 o'clock. But that would give all the classes recess at once, and consequently throw all the Professors out of employment for three-quarters of an hour. Besides, the students are so numerous, that if all turned loose at once into the play-ground, there would be a great deal of interference and disorder. There is not room enough in the play-ground to accommodate five hundred boys at once at play. It is necessary, therefore, to distribute the recesses among the classes at different hours. Not all hours, however, are suitable for recess. If the recess is deferred too late an hour, the students become wearied and exhausted before its arrival. If it comes too soon, they do not need, or enjoy it. The range within which a recess is deemed to be judicious or profitable is from $11\frac{1}{4}$ to $12\frac{3}{4}$. This gives two periods of three-quarters of an hour each for recesses. These are distributed,

far as circumstances permit, on the principle of giving the earliest recesses to the upper classes who leave soonest, and the later recesses to the lower classes who leave last. To provide, during the recess period, for one recess for each class and section, to distribute the recesses in the order indicated, and at the same time not break in upon the continuity of the engagements of any one of the Professors, requires great care and very nice adjustment. If I have not been entirely successful in this respect, I have come much nearer to the object than I expected.

Fifteen minutes before 9 o'clock are occupied in reading the Scriptures. For this purpose the classes are assembled in the different rooms, and the Professors read one or more chapters in the hearing of the students. The pupils ordinarily are very attentive during the performance of this exercise.

The number of times that the several classes meet a Professor, does not show in all cases the number of hours that the Professor is engaged. Some classes are small and recite all at once. Others are divided into sections and recite separately. Some classes are divided into sections when reciting, but unite as a whole when receiving a Lecture. The only method of ascertaining the number of hours that the several Professors are engaged, is to count the hours, as they are marked on the order of exercises, including those on Saturday morning. The whole number of hours per week that the several Professors and assistants are on duty at school, is as follows:

Hart, -	32 hours.
Kirkpatrick, -	32 "
Rhoads, -	32 "
Heyer, -	30 "
Haverstick, -	30 "
Bregy, -	32 "
Kendall, -	29 "
Vogdes, -	29 "
McMurtrie, -	22½ "
Boyé, -	11 "
Becker, -	28 "
Howard, -	30 "

This includes only the time of actual attendance upon classes. The Professors are at the school on duty many hours of which no account is taken, besides the time required for preparation out of school, particularly by those who have lectures to prepare. The preparation for lectures and experiments in many cases, to my knowledge, requires as many hours daily out of school as those given in school. This, however, does not on its nature admit of exact admeasurement, and therefore cannot be reported except in general terms. At the same time it would be great injustice to the Professors not to bring the matter distinctly to notice in reporting the amount of labour bestowed by them upon the school.

9. The Order of Exercises, called "The Roster," governs all movements of the school. It is placed into the hands of the student on his admission, and is the first thing which he has to study.

The following remarks are intended to show in some particulars the manner in which the Order of Exercises is carried into effect. At the end of every three-quarters of an hour all the doors and windows in the house are opened simultaneously. The bell is then rung twice, at an interval of a minute. At the first tap, all lectures, recitations and exercises, of every description cease, and the students put their books, caps, &c., in readiness to move. At the second tap, all the classes and sections move simultaneously, the seats vacated by the class or sections going out of a room being immediately occupied by those coming in. Some general regulations are necessary to prevent confusion during this process, and especially to prevent the crowding which would be very apt to occur in our narrow passages with five hundred students all in motion at once. The two principal rules which have been adopted, are first, that each student shall leave his seat precisely as the one before him passes the door, (which has been found to regulate very well the intervals of departure) and secondly, that in passing from a higher room to a lower, they shall always descend by one stairway, and in passing from a lower room to a higher, they shall always ascend by the other stairway. This prevents all meeting on the stairways, and

requires always a large portion of the students to make the entire circuit of the house, outside upon the pavement, before reaching the room to which they are sent. The whole movement, from the time that the bell strikes to the time that all are seated and the exercises of the following hour commence, occupies about five minutes. During this time, every door and window in the house is wide open. At least eight times a day, therefore, the rooms are thoroughly ventilated. These movements are found also very useful in giving periodically a fresh impulse both to the bodies and the minds of the students, and in interrupting almost mechanically the dull monotony which is apt to befall school hours.

With these explanations, I give the Roster, or Order of Exercises, which was put into operation at the beginning of the present term.

CENTRAL HIGH SCHOOL
of Philadelphia.

Order of Exercises.

(Sept. 2, 1850,—Feb. 20, 1851.)

MONDAY.

	1	2	3	4	5	6	7	8
	9 to 9.45	9.45 to 10.30	10.30 to 11.15	11.15 to 12	12 to 12.45	12.45 to 1.30	1.30 to 2.15	2.15 to 3
PROF. BREGY.	F pr	D pr E ² st	B pr	A pr G ³ st	E pr	C pr	H pr	P pr
PROF. HAVERSTICK.	F cl	D cl	B cl	A cl	E cl	C cl	H cl	C
PROF. HEYER.	F eng E ¹ st	F ³ H ³ st	E ¹ G ² st	F ¹ H ⁴ st	E eng	D	H eng	en
PROF. HOWARD.	G ² st	F ² st	H ¹	H ²	F ²	G ¹	G ²	3
PROF. RHOADS.	C G ³ st	A F ¹ st	D G ¹ st	B H ¹ st		F	G ¹	1
PROF. HART.	E ²	G ¹	G ³			E		
PROF. KIRKPATRICK.	H ¹	E ¹	A	C H ³ st	D	G ²	G ³	2
PROF. KENDALL.	H ² H ³ st	G ²	E ² H ⁴ st	D	G ¹	G ³	F ¹	
PROF. VOGDES.	D H ⁴ st	H ¹ H ⁴ st	H ²	G ²	B	A	F ³	
PROF. BECKER.	G ¹	G ³	H ³	E ²	A	B	F ²	
PROF. MCMURTRIE.	B	C H ² st	F	E ¹ F ³ st	C	H		
PROF. BOYE.	A	B	C					
RECESSES.				F ² G ¹	F ¹ F ³ G ² G ³ H			

Order of Exercises.
(Sep. 2, 1850,—Feb. 20, 1851.)

	1	2	3	4	5	6	7	8
	9 to 9.45	9.45 to 10.30	10.30 to 11.15	11.15 to 12	12 to 12.45	12.45 to 1.30	1.30 to 2.15	2.15 to 3
Prof. BREGY.	F pr	D pr G ¹ st	B pr H ² st	A pr F ² st	E pr	C pr	H pr	G pr
Prof. HAVERSTICK.	F cl	D cl	B cl	A cl	E cl	C cl	H cl	G cl
Prof. HEYER.	F eng G ² t	G ³ st	E ¹	E ² H ³ st	E eng	D	H eng	G eng
Prof. HOWARD.	G ¹ st	G ² st	F ³	E ¹		G ³	G ²	H ⁴
Prof. RHODES.	E ¹ G ³ st	E ² H ³ st	D H ¹ st	C H ⁴ st		E	G ³	H ²
Prof. HART.	C	H ⁴	F ¹			F		
Prof. KIRKPATRICK.	E ²	E ¹	F ²	F ³ H ¹ st	D	A	G ¹	H ³
Prof. KENDALL.	D H ³ st	C H ¹ st	E ²	B H ² st	G ¹	G ²	F ³	L ¹
Prof. VOGDES.	H ⁴	H ²	A H ³ st	G ³	B	G ¹	F ²	H ³
Prof. BECKER.	H ²	A	H ⁴	G ²	C	B	F ¹	
Prof. McMURTRIE.	B H ¹ st	F	G	D	A	H		
Prof. BOYE.	A	B	C					
RESSES.				F ¹ G ¹	F ² F ³ G ² G ³ H			

CENTRAL HIGH SCHOOL
of Philadelphia.

WEDNESDAY.

Order of Exercises.

(Sept. 2, 1850,—Feb. 20, 1851.)

	1	2	3	4	5	6	7	8
	9 to 9.45	9.45 to 10 30	10 30 to 11.15	11 15 to 12	12 to 12.45	12.45 to 1.30	1.30 to 2.15	15 to 3
PROF. BREGY.	F pr	C pr H ⁴ st	D pr H ² st	B pr F ³ st	E pr	A pr	H pr	pr
PROF. HAVERSTICK.	F cl	C cl	D cl	B cl	E cl	A cl	H cl	cl
PROF. HEYER.	F eng G ² st	F ² G ¹ st	E ²	E ¹ H ¹ st	E eng	H	H eng	eng
PROF. HOWARD.	G ¹ st	F ¹ st	F ³	E ²	F ¹	F ²	G ³	1
PROF. RHOADS.	B G ³ st	E ² H ³ st	B F ² st	A H ⁴ st		F ¹	G ²	4
PROF. HART.	D	G ²	H ¹			G		
PROF. KIRKPATRICK.	E ¹	D	H ⁴	C H ² st	B	F ³	G ¹	2
PROF. KENDALL.	C	G ³ H ¹ st	A H ³ st	F ²	D	B	F ¹	3
PROF. VOGDES.	E ²	E ¹ H ² st	F ¹	G ² H ³ st	A	C	F ³	
PROF. BECKER.	H ¹	F ³	E ¹	G ³	G ¹	D	F ²	
PROF. MCMURTRIE.	H ² H ³ H ⁴	A	G	D	C	E		
PROF. BOYE.	A	B	C					
RECESSES.				F ¹ G ¹	F ² F ³ G ² G ³ H			

Order of Exercises.

Sep. 2, 1850,—Feb. 20, 1851.)

	1	2	3	4	5	6	7	8
	9 to 9.45	9.45 to 10.30	10.30 to 11.15	11.15 to 12	12 to 12.45	12.45 to 1.30	1.30 to 2.15	2.15 to 3
P. F. BREGY.	D pr G ² st	F pr	C pr H ¹ st	B pr F ³ st	E pr	A pr	H pr	G pr
P. F. HAVERSTICK.	D cl	F cl	C cl	B cl	E cl	A cl	H cl	G cl
P. F. HEYER.	F ² G ³ st	F eng G ¹ st	E ¹ H ³ st	E ² H ² st	E eng	F ¹	H eng	G eng
P. F. HOWARD.	 G ¹ st	 G ² st	F ¹	F ²	G ¹	F ³	G ²	H ²
P. F. RHODES.	C	D	A H ⁴ st	D H ³ st		F ²	G ¹	H ³
P. F. HART.	E ¹	A	F ²			H		
P. F. KIRKPATRICK.	B	H ³	E ²	C H ⁴ st	F ¹	G	G ³	H ⁴
P. F. KENDALL.	H ¹ H ³ st	C	H ²	E ¹	A	B	F ³	
P. F. VOGDES.	E ² H ² st	E ¹ G ³ st	B	G ³	D	C	F ²	H ¹
P. F. BECKER.	H ⁴	E ²	F ³	G ²	C	D	F ¹	
P. F. MCMURTRIE.	F ¹ F ³	H ¹ H ² H ⁴	G	A H ¹ st	B	E		
P. F. BOYE.	A	B	D					
ICESSES.				F ¹ G ¹	F ² F ³ G ² G ³ H			

CENTRAL HIGH SCHOOL
of Philadelphia.

FRIDAY.

Order of Exercises.

(Sept. 2, 1850,—Feb. 20, 1851.)

	1	2	3	4	5	6	7	
	9 to 9.45	9.45 to 10.30	10.30 to 11.15	11.15 to 12	12 to 12.45	12.45 to 1.30	1.30 to 2.15	5
PROF. BREGY.	D pr E ² st	F pr	B pr F ² st	C pr F ³	E pr	A pr	G pr	10
PROF. HAVERSTICK.	D cl	F cl	B cl	C cl	E cl	A cl	G cl	11
PROF. HEYER.	F ³ F ² st	F eng G ² st	D H ² st	E ²	E eng	G	G eng	H g
PROF. HOWARD.	 F ¹ st	 G ¹ st	E ¹ H ³ st	H ³	G ³	E ²	H ⁴	
PROF. RHOADS.	G ² G ³ st	C H ² st	A F ¹ st	E ¹ H ⁴ st		B	F ³	
PROF. HART.	B	H ³	F ³				H ²	
PROF. KIRKPATRICK.	A	B	E ²	F ² G ² st	F ¹	H	H ¹	G
PROF. KENDALL.	H ³	H ⁴ H ¹ st	C	D H ¹ st	A	E ¹	F ²	
PROF. VOGDES.	E ¹ G ¹ st	E ² G ³ st	H ⁴	G ¹	C	D	F ¹	
PROF. BECKER.	H ²	E ¹	H ¹	A	B	C	H ³	
PROF. MCMURTRIE.	H ¹ H ⁴	A	G	B H ² st	D	F		
PROF. BOYE.	C	D						
RECESSES.				F ¹ G ³	F ² F ³ G ¹ G ² H			

DISCIPLINE.

This is vested by the Controllers entirely in the hands of the Principal. In the original plan of the school it was different. Each Professor was absolute in his own Department, and charged with the administration of discipline as well as with the instruction. This led to so many incongruities, and so much disorder, even with the small number then attending, that it was found expedient on adopting the new organization in 1840, to abandon that part of the old plan, and to adopt the future now under consideration. With the large number at present belonging to the school and the increased complexity of its arrangements, this feature is deemed absolutely essential. Each Professor has of course but a limited knowledge of individual students. He knows only the delinquencies that occur in his own Department, and can therefore form only a one-sided view of particular cases. If, to supply these deficiencies, he strikes in each case the circuit of the other Professors, in order to obtain that comprehensive knowledge of the individual student which is necessary to a proper administration of discipline, much of the time of recitation and lecture will be wasted, and the regular exercises often suspended entirely. The quiet and order of one room would be invaded by the laxity prevalent in another, irregularities would give place to uniformity, and confusion and disorder would grow apace. To secure therefore both uniformity and efficiency in the administration of the discipline of the school, and at the same time to enable the Professors, so far as possible, to give their whole time to the business of instruction, the Controllers have wisely committed the entire government of the school to the hands of the Principal. In the plan of organization, he is regarded as the representative of the High School Committee, and as replacing them whenever they are not in session. The entire government of five hundred students of an age averaging over sixteen years, is a task full of difficulty; and he who is responsible for its execution, requires, as he has received, ample powers.

In proceeding to give some account of the methods of government now adopted in the school, I feel it to be necessary to speak with caution. School government is, after all, so essentially a personal matter, one depending so much more upon the man, than upon the particular methods which he may adopt, that detailed statements on this subject are often delusive. In different hands, very objectionable methods of government may be made to produce good results, while in the hands of an incompetent person the most approved methods result in failure. Instead therefore, of describing minutely all the special methods used to secure order in school, which often vary from term to term I propose rather to give very briefly some of the principles which are kept in view and which furnish a guide in the adoption or rejection of the means. This will be accompanied however by some particulars in regard to the actual means now in use in the school.

1. For so complex a machine as the High School, it is deemed essential to success that there should be a well defined system of responsibility. The mode of distributing this responsibility may vary, without altering the result. But the responsibility itself must exist, must be defined, admitted by the parties, and acted on. The duties of the school must, if possible, be so divided that nothing can be either done, or left undone, for which there is not *some one accountable*. It is impossible of course to invent a complex system of accountability, at least where human agency is concerned, that will not be open to some defects. But the principle adopted is, distinctly to aim at such a system, and to approach as near the aim as circumstances will permit. For example, in regard to the building itself, the Housekeeper is held accountable for the whole premises from three o'clock, P. M. till nine next morning, and for every room after it is vacated by the Professor. During the day, each Professor is responsible for his own room and the furniture in it during the hours that it is occupied by him. Some of the means which the Professors may use in regard to their own rooms are the following. Each student has a particular seat assigned to him in each room. This seating

is a matter of record, accessible at any moment by the Professor. The Record of the seating, and the order of exercises, always show by whom a seat was last occupied. The student who is held accountable for the condition of the seat at the time he left it. Any dirt, scratch, injury, or defacement of any kind, found on or about a seat, is chargeable to the boy who last occupied it, unless at the time of taking the seat, he made the injury known to the Professor. This makes it of course the duty of a student to examine the seat before occupying it. If he fails to make such an examination and report, the responsibility falls upon him and he is invariably held to it. Each of the passages also, during the time of the movements of the classes, is placed under the charge of some particular Professor. Each Professor has also a book case or closet of some kind under his own control, in which are deposited all the books or apparatus belonging to his own Department, and the Principal looks to him for their safe keeping. In the case of class books lent to the students, each book is duly labelled and numbered, and charged to the student to whom it is lent. This Register of books is kept by the Professor as his means of enforcing in regard to the students the care exacted of him by the Principal. The same principle is applied to the difficult subject of marks for misconduct. The Professor never marks for misconduct without specifying in writing what the misconduct is. For this purpose each Professor keeps a register of conduct, which at the close of the day is delivered to the Principal. It rests with the Principal to determine how far the misconduct alleged is an invasion of the order of the school, and what kind and amount of punishment are necessary to prevent its recurrence. But he never goes behind the record itself, to inquire whether the fact was as reported by the Professor. For this the Professor only is held responsible. The use of monitors to ascertain and report the misconduct of their fellow students is discounted. Some Professors never resort to it. Others do so occasionally and to a very limited extent. In all such cases, however, the Professor is expected to investigate the facts reported if they are denied, and to vouch for them to the Principal.

It is the duty of the Professor, in other words, if there is disorder in his room, to ascertain the authors of it, and reprimand them in the manner described. It is his privilege and duty also, in cases of emergency, requiring immediate action, to send a student from his room and report him specially to the Principal. The measures of discipline consequent upon the marks for misconduct when thus officially accredited, vary according to the general condition of the school and the particular disposition of individual students. But they always aim to be sufficient to secure entire order in every room where the Professor exercises a suitable degree of vigilance. To ascertain whether such vigilance is exercised, and if not, to take the steps necessary to secure its exercise, is perhaps the most difficult and delicate of all the duties growing out of the relations that subsist between the Professors and the Principal. To discharge this duty with efficiency, and at the same time not disturb that harmony of feeling which is equally necessary in such intimate relations, requires no common share both of prudence and firmness. The Principal in this matter can of course trust no eyes but his own. He must visit personally every room, not only daily but many times every day. He must learn, by personal and constant inspection, the actual condition of the several Departments. He must in short be every where except in his own room. The Principal's room is, in fact, seldom occupied, except when the Committee are in session, or in the case of visitors or parents whom it may be necessary to see privately. More than half the time of the Principal at school is spent in going from room to room, attending to the numerous and varied details of the general system of responsibility by which the order of the school is maintained.

2. In administering the discipline of the school, a wide distinction is made between mere disorder and insubordination. In regard to the latter, absolute uniformity is not deemed necessary nor even expedient. The treatment which might be necessary to curb a turbulent youth, would crush and perhaps enfeeble one of a different temper. The Principal of the school must never in the use of the means lose sight of the end of disciplining

Th, in its most general terms, is the moral and intellectual weare of the greatest number of students. It is the promotion of his object, and the exercise of a sound discretion, not any technical rule or specific offence, that will determine him when to exlude an offender from the school. It is not meant by this that the rights of any one should be sacrificed for the good of his class. But the general condition of a class may ofte determine how far forbearance may be extended towards an individual delinquent. These remarks apply to the higher and more important cases of discipline. In regard to minor offences, indicating levity or inattention, rather than insubordination, it is found expedient to have a certain defined routine of penalties for specific offences, subject however always to the interposition of the Principal. Among the specific means for correcting particular offences, no one perhaps is found more efficient than debarring the offender from the use of the play ground during recess, and requiring him to spend the time in making up deficient lessons. Among the general means, may be mentioned the monthly reports of scholarship and conduct sent to the parents, frequent personal admontions from the Principal, interviews between him and the parents, &c., all having in view to cultivate, in the mind of the student, a feeling of moral accountability and a habit of self-control.

The duty of a student to observe proper order in school, is not regarded as a mere passive or negative duty. It is something more than merely not intending to do wrong. It requires on his part an active effort to do right, a positive attention to what he should do, and a careful study of the means of doing it. A proper compliance with the regulations of the school requires care, forethought, study, circumspection. Mere inattention or forgetfulness may throw a class into disorder quite as effectually as a deliberate design. While the fault in such cases is of a very different character, still it is in both cases a fault. The students, therefore, are early trained to regard their duty in this light. They are in the first place so instructed in familiar expositions of the subject by the Principal soon after the admission to the school. In the second place, they are

taught it practically and efficiently, by its being assumed as a basis for discipline. The meaning perhaps will be best illustrated by an example or two. The examples may seem trivial, but they illustrate the point, and they really involve important consequences. For certain offences or failures in his lessons, the student is required to remain in school and study during the long recess. Of this regulation the class is officially notified; and each student has the means of ascertaining officially whether any offences are recorded against him. Should he *fail* to do so, and consequently, not by design, but by mere inattention, fail to present himself in the room required at recess, he would not be held excusable. He had the means of knowing what his duty was, and he should have known it. That he did not, was a fault. Whenever any new general order is issued, it is communicated once in a formal way to each class. At the time of such communication, a record is made of all who are present. But the notice is not repeated, and no forgetfulness or inattention to the notice is accepted as an excuse, even for the first offence. The consequence is that the students acquire imperceptibly the habit of being on the look-out for what they must do or avoid. There are certain occasions when this habit may be turned to very good account. For instance, it is a point of great difficulty and importance to make the change of class, which occurs every three-quarters of an hour, without collision. This may be accomplished in two ways. The first is, by a series of semi-mechanical movements, requiring at every step the immediate direction and commands of the several Professors; the other is, by a spontaneous movement of the students, in pursuance of general instructions, but requiring positive attention and effort from each. This is much the more difficult mode, but by far the most valuable to the students. It not merely secures order in the school, but trains the student to a habit of carefulness and attention, a feeling that something is ever required, a sense of responsibility at all times for his conduct, which is to him of infinitely more importance.

4. It is desirable that the order of the school should be maintained by motives bearing as much analogy as possible to those

by which the students are to be influenced in after life. It is practicable, by means of special stimulants and terrors known only at school, to beget an unnatural state of order that is injurious rather than beneficial. Where fear is the only motive appealed to, and instant punishment follows every offence, obedience and quiet may undoubtedly be secured. But conscience will not be educated. No habit of self-control will be cultivated. No just estimate will be formed of the real accountabilities of life. The boy, who at school has been a pattern of decorum, when freed from the artificial restraint of the school room, and unaccustomed to restraints of a different kind, not unfrequently becomes reckless of all restraint. It is deemed therefore very important in the government of youth, particularly when they are about verging into manhood, to train them to the habit of regarding a distant and future accountability. It is found necessary, indeed, especially in the younger classes, to have some of the evil consequences of misconduct follow the offence in close succession. But for the more serious and lasting consequences, the student is trained to look forward to the end of the quarter, the end of the term, the end of the year, the end of his course. At each of these points, he is made to feel the consequences of every neglected lesson, of every misspent hour. These consequences are found to follow with almost the certainty of natural laws. The young man who has grown up in the habit of regarding such consequences, and of governing his conduct by an accountability yet future, has already within him the elements of successful resistance to most of the temptations of life.

Another principle that is kept constantly in view in the government of the school, is to produce results by steadiness and perseverance, rather than by violent measures. Few students are found so obstinate or wayward as not to yield eventually even to a moderate pressure steadily applied. This method of procedure is rendered the more easy and efficacious, by the consciousness of both the parties, that there is always in reserve ample power for more decisive measures if they should become necessary. Students not previously accustomed to a mild method of discipline, sometimes mistake it at first for want of firmness.

But such mistakes are soon rectified. The whole machinery of the school, like an extended piece of net-work, is thrown over and around him, and made to bear upon him not with any great amount of force at any one time or place, but with a restraining influence just sufficient, and always and everywhere present. Some of the most hopeless cases of idleness and insubordination that I have ever known, have been found to yield to this species of treatment. Some of the most hopeful students now in the school, some of the most distinguished ornaments of the class who have graduated, were once for months together on spiritual trial.

6. It is obvious from all that has gone before, that *centralization* is a leading idea in the theory of school government adopted in the High School. All power centres theoretically in the presiding officer. Much of this, of course, is delegated to the Professors. He also confers with them and consults with them habitually, both in regard to cases of discipline, and the introduction or rejection of particular methods of discipline. But the responsibility of decision, as well as the power of execution, rests with him only. In accordance with this principle no excuse for absence or for failure in lessons is accepted, and no permission is granted, without his endorsement. This secures uniformity, and saves time.

COURSES.

It has been an object of some solicitude on the part of those entrusted with the government of the school, so to arrange the studies as to give to parents some latitude of choice. It is possible to modify the studies of an institution to suit all the varying wants of individuals. Still, there are certain well-defined classes of wants, which no one can safely neglect. No one proposes in a course of education to pay any regard to the inclinations or the intended pursuits of the pupils. On no point is there a more general difference of choice and opinion, than

regard to the study of languages. Some are very desirous attending to the study of modern languages, others are equally partial to the classics, while still a third class, consisting chiefly of those who expect early to enter upon business, prefer to omit altogether the study of languages, and to give the time allotted to that branch, to some of the more advanced English studies. At the first opening of the school, all the scholars were required to pursue a course of classical studies. One of the leading features in the reorganization of the school in January, 1840, was a provision giving to parents and guardians freedom of choice in this respect. No provision of the kind appears to have given greater acceptance.

Should the school at any time receive a general extension of plan, one of the objects to be aimed at would be to give still further scope to this liberty of choice among the studies. If the plan of the school embraced a thousand students, as does that of the Free Academy in New York, there would be no difficulty in adapting the studies of each student in very many particulars to his special wants or intended occupation.

The following is the mode of procedure under the existing management. When a boy has been admitted at the examination, the following circular is sent to his parent or guardian:—

The Controllers of the Public Schools, anxious to give to the sons of their fellow citizens the best education possible, have confided to their care in the Central High School, as complete a course of instruction as it is possible in the time which parents determine may be devoted to that purpose, and to adapt the character of the instruction to the intended pursuit of the student in after life, have made the following arrangement of the studies of the school.

THE PRINCIPAL COURSE.—This begins at the entrance of a boy into the School, and extends through four years, including all the studies attended to in this School, *Latin and Greek*. The Principal Course is recommended to parents who desire for their sons for pursuits connected with trade, commerce, manufactures, and the liberal arts.

THE CLASSICAL COURSE.—This also begins at the entrance of a boy into the School, and extends through four years, including all the studies attended to in the school, *except French and Spanish*. It is recommended to those persons who desire for their sons for TEACHERS, or for any profession or business in which the study of ancient languages is deemed desirable.

3. THE ENGLISH COURSE.—This begins at the entrance of a boy into the school, and extends through *only two years*. It includes all the studies of the other courses during the first two years, *except the Languages*. The hours set apart for the study of the Languages are occupied, by those who take the English Course, with the more advanced studies of the third and fourth years, such as *Natural Philosophy, Chemistry, and Political Economy*. This Course is recommended for students whose services will be required by their parents in about two years after entering the high School.

From this explanation, it will be apparent that the only point of difference between the three courses is in the mode of spending the hours set apart for the study of the Languages. Those hours are spent by the students of the Principal Course, in the study of French and Spanish; by the students of the Classical Course, in the study of Latin and Greek; by the students of the English Course, in the study of some branches which are attended to by the students of the other courses during their third and fourth years, and which are deemed of more practical importance than a mere partial knowledge of Latin or French.

You are respectfully requested to select from these courses the one which you wish your son to follow. The students of the different courses, who are admitted at the same time, form but one class, and recite together during all the hours, except those devoted to the study of Languages. Your son, therefore, will have the many advantages of general discipline, moral culture, and companionship, whichever course you may select for him.

The tables which follow show what proportions of the students adopt the several courses. The first and second are similar to those which have been given in previous reports. The third is a general summary, exhibiting in a condensed form the numbers who have pursued the different courses during each of the terms since the reorganization.

NUMBERS *belonging to the different Courses during the*
Term, ending February 22, 1850.

COURSES.	DIVISIONS.								Total.	Average.
	A	B	C	D	E	F	G	H		
Principal, - -	14	20	20	21	26	49	78	70	298	
Classical, - -	9	6	11	15	19	21	40	28	149	
English, - -	—	—	—	—	8	4	12	40	64	
Totals, - - -	23	26	31	36	53	74	130	138	511	1

MEMBERS belonging to the different Courses during the 24th Term, ending July 26, 1850.

COURSES.	DIVISIONS.								Total.	Average per cent.
	A	B	C	D	E	F	G	H		
Principal, . .	18	8	21	18	40	56	61	57	279	53
Classical, . .	6	5	16	14	16	37	28	37	159	31
English, . .	—	—	—	—	6	14	21	40	81	16
Others, . . .	24	13	37	32	62	107	110	134	519	100

MEMBERS belonging to the different Courses during the 25th Term, ending February, 1851.

COURSES.	DIVISIONS.								Total.	Average per cent.
	A	B	C	D	E	F	G	H		
Principal, . .	10	14	14	26	37	56	43	53	253	52
Classical, . .	8	10	17	11	23	33	25	33	160	33
English, . .	—	—	—	—	8	19	16	29	72	15
Others, . . .	18	24	31	37	68	108	84	115	485	100

MEMBERS belonging to the different Courses during each of the Terms since the reorganization, January, 1840.

	4th Term.	5th Term.	6th Term.	7th Term.	8th Term.	9th Term.	10th Term.	11th Term.	12th Term.	13th Term.	14th Term.	15th Term.	16th Term.	17th Term.	18th Term.	19th Term.	20th Term.	21st Term.	22d Term.	23d Term.	24th Term.	25th Term.
Principal, . .	98	141	154	153	197	216	223	230	198	188	184	193	201	219	239	265	276	275	269	298	279	253
Classical, . .	27	44	50	61	73	68	80	85	117	127	132	140	141	150	156	159	146	151	167	149	159	160
English, . .	23	14	26	32	37	48	62	68	78	74	75	75	77	83	80	81	81	79	66	64	81	72
Others, . . .	148	199	230	246	307	332	365	383	393	389	391	408	419	452	475	505	503	505	502	511	519	485

STUDIES.

In describing the course of studies pursued in the school we speak of each Department separately, but still in a somewhat different order from that heretofore adopted.

I.

Department of French and Spanish, F. A. BREGY, Professor

DIVISION H, (Principal.) First Term. Five lessons a week French; text books, Pinney's Grammar, (first book in French) and Deloutte's Collection of Æsop's Fables in French. Much of the time during the first Term is occupied with the pronunciation. The first part of the Grammar is learned as far as to the end of the regular verbs of the four conjugations. Some attention is also paid to Parsing. About twenty-five of the Fables are translated into English, and the same number of exercises written from English into French. The common phrases and words annexed to the exercises are committed to memory. After a fable has been translated, the Professor makes extempore exercises, selecting from the fable isolated expressions to be translated without book into English, and again forming short English phrases to be rendered into French, the necessary words being found in the lesson just recited. The object of this exercise is to accustom the pupils as early as possible to use the language as a medium of communication.

DIVISION G, (Principal.) Second Term. Five lessons a week French; text book Picot's Interesting Narrations in French, (in addition to Pinney's Grammar.) About sixty pages of the narrations are translated. The practice commenced during the first term, of making short sentences out of the lesson of the day, to be translated from the French into English, and from the English into French, is still continued. In the Grammar, the pupils commit to memory most of the irregular verbs and some rules of syntax. They continue the writing of exercises in Pinney's Grammar, and the learning of the idioms and phrases annexed to these. The exercise of parsing is more attended to than

first term, and the pupils are required occasionally to make each sentence of their own composition.

DIVISION F, (Principal.) *Third Term.* Five lessons a week in French; text book, Picot's Historical Narrations, (in addition to Picot's Grammar.) Sixty pages are translated, with exercises similar to those already described, only the phrases to be translated are increased in length and difficulty. In the Grammar, the principal irregular verbs are learned, and the principal rules of Syntax. The pupils write two exercises a week in the Grammar, and still commit to memory and explain the idioms and phrases annexed to the latter. Each student is required also, at every recitation, to make orally one sentence in French of his own composition, and to answer in French to questions asked in connection with the facts or sentiments of the passage translated.

DIVISION E, (Principal.) *Fourth Term.* Five lessons a week in French; text book, Charles XII; two books are translated and reviewed. After a student has translated a passage, he is required to close the book and to narrate extempore, in English and in French of his own composition, the substance of what he has translated. The irregular verbs and the rules of Syntax are reviewed. The students continue to write one exercise a week in the Grammar, and to learn the phrases and idioms therein contained. Once a week, also, the students write upon the black board a translation into French of English sentences dictated by the Professor. In the latter part of the term, they have also a weekly exercise in writing French from dictation.

DIVISION D. *Fifth Term.* Five lessons a week, two in French and three in Spanish. In French, the text book is Berquin's *Le Tour du Monde* par Ford et Merton. Some sixty pages are translated, the students being required, as during the last term, after translating a passage, to give an account of its contents in French of their own composition. They are also sometimes required to write upon the black board a remark of their own in French upon the facts contained in the lesson of the day. Once in two weeks they have also a conversation day, the hour being occupied in making and translating common phrases in French. In Spanish, Cubi's Grammar is learned as far as the irregular verbs; twenty of

the exercises of Ollendorff's Grammar are written and read both in Spanish and French, thirty pages of Cubi's Spanish Translator are rendered into English, a few pages are translated also into French, and about one hundred common Spanish phrases are committed to memory.

DIVISION C, (Principal.) Sixth Term. Five lessons a week, three in French and two in Spanish. In French, about one hundred pages of selections from Gil Blas (French) are translated. The accompanying exercises are similar to those described in D. In Spanish, the Irregular Verbs are studied, and the Syntax commenced. Exercises in the Grammar are written, and one hundred pages committed to memory. The Spanish Hive (one hundred pages) is translated alternately into English and French, and phrases taken from the lesson of the day are rendered from English and French into Spanish, and from Spanish into English and French.

DIVISION B, (Principal.) Seventh Term. Five lessons a week, three French, and two Spanish. In French, one of the hours is occupied by the Professor in delivering to the class a Lecture in French upon the History of French Literature. The students take notes, and present at the next recitation a written sketch, in French, of the Lecture. These sketches are read and criticised, and the students are examined orally in French upon the subject of the Lecture. They are also required to read a certain number of pages in the Repertoire de Litterature Francaise which they recite from week to week, and are examined upon it at the close of the term. The amount read in this way is one hundred pages. In Spanish, one hundred pages of Gil Blas (Spanish) are translated into English and French. The pupils commence narrating in Spanish the contents of passages which have been translated. Parsing is a good deal attended to, and the irregular verbs are reviewed.

DIVISION A, (Principal.) Eighth Term. Five lessons a week, three in French, and two in Spanish. In French, the Lectures on the History of French Literature, commenced in the previous term, are continued, and the exercises upon them are precisely similar to those before described. The pupils also read

hundred pages of Picot's Scientific Narrations, in which are examined at the close of the term. In Spanish, thirty pages of Don Quixote are translated into English and French, exercises similar to those described in the corresponding of the French course. The students write also occasionally compositions in Spanish on subjects assigned by the Professor.

II.

Department of Latin and Greek, REV. HENRY HAVERSTICK, A. M., Professor.

DIVISION H, (Classical.) *First Term.* Five lessons a week in Latin; text books, McClintock and Crook's Latin Lessons. The pronunciation of the vowels adopted, is that in use in the literary institutions of continental Europe. The conjugations, declensions and rules are committed to memory, and their use made familiar to the pupils by requiring them to translate and do the exercises in the Latin Lessons.

DIVISION G, (Classical.) *Second Term.* Five lessons a week in Latin; text book the same as in H. The whole book is read and reviewed. A special exercise in Syntax, and parsing, once a week.

DIVISION F, (Classical.) *Third Term.* Five lessons a week in Latin. One of these lessons continues to be a special exercise in syntax. The other four are occupied in translating Cæsar (Gallic Wars,) of which two books are read and reviewed. The idioms of the language are a good deal insisted on, as also the etymology of words, and the importance of Latin, in this respect, in adequate knowledge of the English.

DIVISION E, (Classical.) *Fourth Term.* Five lessons a week in Latin. The text book is Virgil, of which two books of the *Æneid* are read and reviewed. Some attention is paid to Prosody, at least so far as to teach the elementary rules, the structure of Hexameter verse, and the art of scanning. Attention is directed also incidentally to Ancient Geography, in connection with the narrative. The weekly exercises in Syntax are still continued.

DIVISION D, (Classical.) *Fifth Term.* Five lessons a week, two in Latin and three in Greek. In Latin, the text book is Sallust, of which sometimes the Cataline is read, and sometimes the Jugurtha. In Greek, McClintock and Crook's First Lessons are used, the exercises and the method of teaching being similar to that described in the first term of the Latin. That pronunciation of the vowels is adopted, known as the Erasmian and generally used in European schools.

DIVISION C, (Classical.) *Sixth Term.* Four lessons a week, two in Latin, and two in Greek. In Latin, the text book is Cicero's Orations, of which the students read the first, third and fourth Orations against Cataline. Occasion is taken while translating Cicero, to instruct the class incidentally in the Latin Synonymes, and to show to some extent the nervous and varied character of the language. In Greek, Jacob's Greek Reader is studied to the end of the Chapter on Irregular Verbs, p. 4.

DIVISION B, (Classical.) *Seventh Term.* Four lessons a week, two in Latin, and two in Greek. In Latin, selections from the Odes of Horace are read, amounting to eight hundred lines. The subject of Prosody is continued to some extent, and particular attention is paid to Mythology and to Antiquities generally in illustration of the author. In Greek, selections are read from the more advanced portions of the Greek Reader, amounting to about twenty-five pages.

DIVISION A, (Classical.) *Eighth Term.* Four lessons a week, two in Latin, and two in Greek. In Latin, selections from the Satires of Horace are read, amounting to six hundred lines with illustrations of the Prosody and of the Antiquities, as in the previous term. In Greek, thirty pages of the Cyropaedia are read (Tauchnitz's edition).

III.

Department of Extra-English, FREDERICK HEYER, Professor

A considerable number of the students, as I have explained already on page 141, expect on entering school to leave at the expiration of two years, and instead of commencing the stu-

er of the ancient or the modern languages, prefer to give language hours to the study of some of the English branches, which will be attended to by the rest of the class in the third and fourth years. These studies form what is called the **Extra English** course, and are placed under the care of the junior assistant. This course, therefore, extends through only the first two terms, **H. G. F.** and **E.**, and includes **Natural Philosophy** (Loomis'), **Chemistry** (Johnstone's), and the elements of **Political Economy**. The classes have the same number of lessons per week as the corresponding sections in the **Principal** and **Classical** courses, and during the two years finish and review the books just named. They have not, however, the advantage of apparatus and experiments enjoyed by the higher classes in attending to these studies.

IV.

Department of English and Anglo-Saxon, JOHN S. HART,
LL. D., Professor.

During the last year quite a large number of studies was transferred from the High School to the Grammar Schools, that instead of being studied in the High School, these branches are now required for admission. The studies thus transferred are the **Constitution of the United States**, the **History of the United States**, **Mensuration**, and the **Elements of Algebra**, making in all nearly one year's study. This has enabled us to extend the course of instruction in several branches before taught in the school, namely, in **General History**, **Local History**, **Trigonometry**, **Surveying**, **Navigation**, **Book-keeping**, **Phonology**, and **Elocution**. It has also enabled us to add the study of the **Anglo-Saxon**, which, with the course of lectures before given on the early history of the English language and literature, forms the department now to be described.

The object of this department is to make the student familiar with the history and resources of his mother tongue. Such a familiarity, and the study by which it is acquired, will soonest correct the habit into which men of liberal education are wont

to fall, of using latin words and idioms, instead of relying upon their own vernacular. The English language, let it be remembered, is composed of two main ingredients. One of these, the Anglo-Saxon, is the native old English, and makes up more than three-fourths of the whole. The other is the Latin, a foreign element, introduced partly from the Norman French at the Conquest, and partly from the continued cultivation of Latin and its modern descendants, the French, Spanish, and Italian, as a part of polite learning. This foreign element of the language has been heretofore the only part that has received any adequate degree of attention. The Latin, at least, and latterly some or more of its descendants, have formed a constituent part of every course of liberal study among those who speak the English tongue. Hence, our scholars have been the chief corrupters of the language. Being, by their whole course of study, more familiar with the Latin element than with the Saxon, they very naturally say "paternal," and "connubial," and "felicitous," where a different course of study, or even no study at all, would have led them to say "fatherly," and "married," and "happy." If the study of the Latin is important, because from it we derive one-fifth of the words of the language, how much more important is the study of the Saxon, the mother tongue, which has given us the remaining four-fifths? If every educated man could have the same familiarity with the Saxon, that he is obliged to have with the Latin, he would add immensely to his knowledge of the power and resources of his own language. He would, moreover, by that very familiarity with the native ingredient, acquire the best possible preventive against a latinized mode of speaking and writing.

From considerations of this kind, it has seemed to be important, in engrafting new studies upon the course, to introduce somewhat extended course of Anglo-Saxon. I had, previously to this, prepared and delivered to the several classes a course of lectures, between sixty and seventy in number, on the early history of the English language and literature, beginning with the arrival of the Saxons in England, and coming down to the time of Shakspeare. Upon this course I have now engrafted

study of the Anglo-Saxon Language. It would be a more rational method to commence with the study of the Anglo-Saxon, and to follow that with its subsequent history, as developed in modern English. But the arrangements of the school, for present at least, do not admit of it. The method actually pursued is as follows:

DIVISION G. *Second Term.* One lecture and one recitation a week on the early history of the language, and on the Anglo-Saxon, Anglo-Norman, and early English authors, commencing with Caedmon, and ending with Chaucer. The students are required to write out the lectures as fully as they can from notes taken at the time of delivery; and are also examined upon each lecture orally, reciting for this purpose by sections. Their sketches are also examined and marked every week. The sketches of the lectures average from ten to twelve pages of the common quarto blank books.

DIVISION F. *Third Term.* One lecture and one recitation a week; the recitations and sketches being continued as in Division G. The topics gone over this term are the authors between Chaucer and Spenser, the state of the language at the beginning of that period, or as it exists in the *Canterbury Tales*, and a survey of the various English versions of the Scriptures, beginning with Wickliffe's, and ending with that of King James.

DIVISION E. *Fourth Term.* One lecture and one recitation a week, as in F. and G., the sketches and recitations being still continued. The topics gone over are Spenser and some of his immediate predecessors and contemporaries, with a full analysis of the *Fairy Queen*, an introduction to the study of Shakspeare, and a sketch of the rise and gradual development of English verse.

DIVISION D. *Fifth Term.* One recitation a week on the Saxon Grammar, (Klipstein's,) with prelections once a week on the Saxon Gospels.

DIVISIONS C. B. A. *Sixth, Seventh, and Eighth Terms.* One recitation and one prelection a week, on the selections from Anglo-Saxon authors in Klipstein's *Analecta*. As I have but just introduced the study, the course during these three terms is at present conjectural. Divisions A. B. C. are now actually

studying the Grammar, the same as Division D. What development can be given to the study by the time the present becomes A, it is impossible to say, except, as above, by a somewhat crude conjecture.

V.

Department of Belles Lettres, JAMES RHOADS, Professor.

DIVISION H. First Term. During this term the class recites in Belles Lettres once each week. The exercises consist of written compositions. The efforts of the Professor are directed principally to assisting the students to surmount the first, and in most cases the greatest difficulty which the beginner in composition has to encounter, that of being unable to find any thing to say. The correction of mistakes, except such as are occasional and incidental, is deferred to succeeding terms.

DIVISION G. Second Term. During this term also the class has one lesson per week in written composition. The students have now acquired considerable facility of expression, and the attention of the Professor begins to be turned to correctness. The principle which guides him in his effort to impart to the students purity, propriety, and other graces of style, is to attend to one thing at a time. Experience has shown that the most prominent fault with young writers is repetition, and especially of particular words, such, for instance, as express the subject of the essay. In attending to the correction of this prevailing error the subject of variety of expression is necessarily introduced, and these two things form the chief topics until the end of the term.

DIVISIONS F. AND E. Third and Fourth Terms. As the classes advance through these terms, less and less value is put upon the length of the essays, and more and more upon the proprieties of style and evidences of thought. The students continue to have one exercise per week in formal compositions, but the sketches of lectures which they are required to make once a week are examined and marked, and form a very important auxiliary in attaining a good style, for they exercise the students in expressing correctly the thoughts and opinions of others, and

irregular essays do in expressing his own. Another new exercise is introduced during this year and continued during the succeeding two years. The essays submitted by the students of the two lower classes are prepared at their homes, and they have consequently as much time as they wish, and opportunity to obtain assistance from books or from the suggestions of friends. To give habits of self-reliance and readiness, so serviceable in the business of real life, the student is now trained to writing his essays extemporarily in the presence of the Professor, and upon subjects dictated by him at the moment. Each student is required to finish his essay in a limited time, usually three-fourths of an hour, and without speaking to his neighbour or communicating with him in any way.

The students are required to be proficient in English Grammar before their admission to the High School. It is generally found, however, at the end of two years, that much of their grammatical knowledge has escaped. In the meantime, by their rhetorical studies, and their attention to ancient and modern languages, they have acquired many of those general ideas which enable them to review the study of Grammar with great benefit. They have, therefore, during this term one lesson a week in English Grammar.

DIVISION D. Fifth Term. This Division and the three others, Divisions C, B, and A, have four recitations per week in the Department of Belles Lettres. The weekly exercises in the art of composition during the first two years, together with the criticisms of the Professor, prepare the class by the commencement of this term to enter intelligibly and with zeal in the study of Rhetoric as a science. The text book used is Blair's Lectures, from which the students recite twice a week. The composition exercises are continued, and are criticised with particular reference to the parts of the text book studied in the class during the previous week. They are now first encouraged to attempt higher beauties of speech, the musical arrangement of words and the use and management of figurative language. The class also receives regular instruction in Elocution, one lesson per week, the points insisted upon being

distinct articulation, and the proper management of emphatic pauses.

DIVISION C. *Sixth Term.* During this term the class completes the study of Rhetoric, and commences that of its kindred science, Logic. The text book in Logic is Whately's, two recitations per week. The written compositions are continued, subjects being assigned as naturally tend to produce essays of an argumentative character, and as opportunity offers or occasion suggests, they are tested by the rules of logic. Elocution continued once a week; main point, the selection of the emphatic words, and the proper suppression and management of those less important.

DIVISION B. *Seventh Term.* Logic is continued and completed during the first half of this term. During the second half, the recitations are from Guizot's History of Civilization. This book is an investigation of the causes and character of European civilization, and a history of the moral, mental, and social condition of Europe, from the fall of the Roman Empire to the French Revolution. The object of this study is to give some exercise in the important and difficult art of reasoning upon the facts of History. Recitations twice a week. Compositions continued once a week. Elocution also continued once a week; chief new points, tones and the correspondence of sound to sense.

DIVISION A. *Eighth Term.* Guizot's History of Civilization completed. Compositions and Elocution continued. Two recitations per week in "Civilization," and one lesson per week in each of the other two studies.

VI.

Department of History; Professors, RHOADS, HART, HEYER, and HOWARD.

The studies in this department were formerly entirely under the charge of Professors Rhoads and Heyer. But in order to give the former an opportunity for systematic instruction in Elocution, a portion of the instruction in history has been devolved upon Mr. Howard and myself. One of the branches

the history of the United States, has been transferred to the Grammar Schools, and is consequently no longer studied in the High School. Of the two methods of teaching history—by lecture and by text book—we have adopted the former for teaching that which is of a local and special character, and which generally has not yet been committed to books. Of this may be named the history of our own city and its various public institutions, and of our own State. For those who are the citizens of Philadelphia and Pennsylvania, there is almost no kind of knowledge so practically useful as this, and yet ordinarily so inaccessible.

DIVISION H. First Term. (1.) History of the Public Schools of Philadelphia, by Professor Hart, one lecture and one oral examination every week, besides a written sketch of the lecture of not less than ten pages, accompanied with drawings of the several School Houses in connection with the history of their erection. (2.) History of other Public Institutions of Philadelphia, by Professor Heyer, one lecture every week, of which a sketch is required and examined weekly, but no oral examination. Among the institutions whose history is given are the Pennsylvania Hospital, the Pennsylvania Hospital for the Insane, the several Medical Colleges, the University of Pennsylvania, the Girard College, the Libraries, &c.

DIVISION G. Second Term. (1.) History of the Public Institutions of Philadelphia continued, by Professor Heyer, one lecture every week, as before, with written sketches, but no oral examination. Among the topics embraced in the course are the House of Refuge, the Penitentiary, the Institution for the Deaf and Dumb, the Institution for the Blind, Wills' Hospital, the Water Works, the Gas Works, &c. (2.) The History of Greece, by text book, (Goldsmith's,) by Professor Rhoads, twice a week. The whole book finished and reviewed during the term.

DIVISION F. Third Term. (1.) History of Pennsylvania by Prof. Rhoads, one lecture a week, with written sketches averaging twelve pages, which are examined weekly, but no oral examination. The lectures commence with the earliest settle-

ments, and bring the history down to the transfer of the province from William Penn to Governor Fletcher, of New York. (2.) The History of Rome, by text book, (Goldsmith,) by Professor Hyer, two recitations a week. The whole book finished and reviewed. (3.) The History of England, by text book, (Goldsmith,) by Professor Howard, three recitations a week. The whole book finished and reviewed.

DIVISION E. *Fourth Term.* (1.) History of Pennsylvania by Professor Rhoads, one lecture a week, with written sketches before. The subject is resumed at the point where it was suspended in Division F, and a connected history of the Commonwealth is given, down to the era of the Revolution. (2.) General History, by text book, (Willard's,) by Professor Heyer, four recitations a week. A large part of the work is finished.

DIVISION D. *Fifth Term.* General History, by text book, (Willard's) by Professor Heyer, three lessons a week. The book finished and reviewed. As this part of the course has been but recently instituted, I am unable, as yet, to say what development it may receive. It is probable that the students, after the present term, will be able to complete Willard during Division E. If so, some other study will be inserted in Division D.

VII.

Department of Moral, Mental and Political Science, JAMES KIRKPATRICK, A. M., Professor.

H and G. *First two Terms.* The studies of the first year of this Department having been recently transferred to the Grammar Schools, the Professor employs the hours of G. and H. in giving lessons in Phonography, as will be more fully described under the head of Graphics.

DIVISION F. *Third Term.* Wayland's Moral Science is the text book used, and occupies two terms, three recitations a week during the whole year. The first part of this book to page 150 is occupied with various questions relating to the theory of the science. The majority of our students in their third term have not yet reached that stage of intellectual advancement which

would enable them to comprehend readily questions of this sort. We have found it expedient, therefore, though at some expense of logical accuracy, to put the classes first at the study of the latter part of the book, or *practical ethics*, which is much less abstract in its character.

DIVISION E. *Fourth Term.* Having finished the study of practical ethics, and become, by this time, somewhat familiar with the kind of reasoning used in morals, the class in its fourth year commences at the beginning of the book and studies the portions omitted at first. The whole book is finished and reviewed during the course of the two terms.

DIVISION D. *Fifth Term.* The discussions of moral science prepare the mind for the still more difficult ones connected with mental science. The students, at the end of two years in the High School, generally possess such a degree of intellectual culture as to enable them to attend with profit upon this study. The text book is Upham's *Mental Philosophy*, (the abridgment) of which about 206 pages are studied and reviewed during the fifth term.

DIVISION C. *Sixth Term.* Upham is resumed and completed, but not quite all reviewed. During the whole year, the class studies three times a week on this subject.

DIVISION B. *Seventh Term.* The study of the State and Federal Constitutions and that of Political Economy belong to a very comprehensive subject of Political Science, and are therefore to some extent connected. The connection, however, is so remote, and the latter study is one so difficult for young persons, that it has been deemed expedient to separate the studies, and, while the former has been transferred to the Grammar Schools, the latter has been reserved to the very close of the course. The text book used is Wayland's *Political Economy*, of which about 250 pages are studied and reviewed during the seventh term.

DIVISION A. *Eighth Term.* The same book is continued and finished during the last term. The classes have three recitations a week on this subject during the whole of the fourth year.

MATHEMATICS.

The instruction in this Department is divided between two Professors. This division is not similar to that in the Languages, in which the students choose between the ancient and the modern. In the Mathematical Department, on the contrary, all the studies prescribed are attended to by all the students. The division of the Department into two branches is rendered necessary by the number of students and the amount of studies, and is made with a view rather to an equitable and judicious division of labour, than to a strictly scientific arrangement. The terms *Theoretical* and *Practical*, however, though adopted for convenience, will be found to have some foundation in the general character of the two branches to which they are applied.

VIII.

Theoretical Mathematics and Astronomy, E. OTIS KENDALL
A. M., Professor.

DIVISION H. *First Term*. Two lessons a week; text book Alsop's Algebra, through the four fundamental rules, Fractions, Proportions, and Progressions.

DIVISION G. *Second Term*. Two lessons a week; Alsop's Algebra continued from Involution to Simple Equations, inclusive.

DIVISION F. *Third Term*. Two lessons a week; the First Part of Alsop's Algebra, including Quadratic Equations, completed, and selections from the more important subjects treated of in the Second Part, such as the general properties of Equations, the solution of the higher orders of Equations, Logarithms, with their Applications, &c.

DIVISION E. *Fourth Term*. Two lessons a week; text book Kendall's Uranography, of which nearly the whole is studied except the fine print, and sections 13th and 14th of Part I, (containing a description of the plates.) The first part of this book devoted to Sidereal Astronomy, contains a general account of the Fixed Stars, Nebulae and Double Stars, and a particular de

tion of each constellation, with references to the Maps. The second part treats of the Solar System, and contains a particular description of each Planet, and of the most important comets. A popular account of Eclipses, the Tides, &c. is also given. These lessons are illustrated by the use of Globes and Planetarium. The Professor meets the class occasionally in the evening, for the purpose of pointing out the Constellations in the sky and of giving them some popular instruction in the name and use of the Astronomical Instruments in the Observatory.

DIVISION D. Fifth Term. Four lessons a week; text book, Davies' Analytical Geometry, of which the II, III, and V Books are studied and reviewed.

DIVISION C. Sixth Term. Four lessons a week; Davies' Analytical Geometry is continued through the IV and VI Books, the class devoting to it two hours a week. The other two hours are occupied with a course of lectures on the Differential and Integral Calculus. There are no stated recitations upon this subject, but the students are required to prepare sketches of lectures, and submit them once each week for the inspection of the Professor.

DIVISION B. Seventh Term. Three lessons a week; text book, Gummere's Astronomy to Chapter XIII, inclusive.

DIVISION A. Eighth Term. Three lessons a week. The early part of this term is occupied in recitations from Gummere's Astronomy, the portions studied amounting to some forty or fifty pages. The principal part of the instruction, however, in this term is oral. The class is instructed in this way upon the most important practical problems of Astronomy, such as the various methods of determining Latitude, Longitude, Time, &c. both at sea and on land. They are also taught practically the use of the Instruments in the Observatory, being required to make, or assist in making, the various observations for which the instruments are intended. They have some practice also in making computations, reduction of observations, &c.

IX.

Department of Practical Mathematics. WILLIAM VODGES, A. ., Professor.

DIVISION H. *First Term.* Two lessons a week. Geometry, (Davies' Legendre,) is commenced, and the first four books studied and reviewed.

DIVISION G. *Second Term.* Two lessons a week. Geometry continued, and books V. VI. VII. VIII. and IX. completed and reviewed.

DIVISION F. *Third Term.* Two lessons a week. Plane Trigonometry, (Chauvenet,) is commenced, finished and reviewed, from page 1 to page 148.

DIVISION E. *Fourth Term.* Three lessons a week. Spherical Trigonometry, (Chauvenet,) is commenced, finished and reviewed, from page 149 to page 256. This Division studies the application of Plane Trigonometry to the Mensuration of heights and distances. The same course is pursued in regard to Arithmetic and Mensuration as in regard to Grammar. The students, at the end of two years from the time of their entering the school, having forgotten many of the details of these branches, and having at the same time acquired from their other mathematical studies many general ideas of the properties of numbers, are just in a condition to make a thorough review of Arithmetic and Mensuration both necessary and advantageous. They have, accordingly, on these branches two lessons a week from Professor Howard, during the whole of this term.

DIVISION D. *Fifth Term.* Three lessons a week. Surveying (Gummere's,) is commenced, and the first three chapters (page 81 to page 163,) on Dimensions, Omissions, and Contents of land, are studied and reviewed.

DIVISION C. *Sixth Term.* Three lessons a week. Surveying is continued, and chapters IV. V. VI. VII. VIII. and IX. (page 163-266,) on Dividing Land, Variations of the Compass, the Theodolite, Levelling, Topography, and miscellaneous questions, studied and reviewed.

DIVISION B. *Seventh Term.* Three lessons a week. Navigation, (Maury,) is commenced and finished, (page 155-296,)

tical Astronomy, Loxodromic Sailing, Turning Departure and difference of Longitude, manner of keeping the Log, Mercator's Sailing, Great Circle Sailing, description of Nautical Instruments.

This class also studies the Construction and the Instrumental Solution of Spherical Triangles.

DIVISION A. Eighth Term. Three lessons a week. Navigation, (Bowditch;) this class commences the work at page 1 and finishes the same to page 315, viz: Plane Sailing, Reverse Sailing, Parallel Sailing, Middle Latitude Sailing, Tractor's Sailing, Tides, Currents, Log-line and half-minute Sails, the use of a Quadrant of Reflection, description and use of a Sextant of Reflection, description and uses of the Circle of Reflection, description and use of a Portable Transit Instrument, Parallax, Refraction, and Dip of the Horizon, to find the Declination, to find the Latitude by observation, to find the Latitude by a Meridian Altitude of the Moon, to find the Latitude by a Meridian Altitude of a Planet, to find the Latitude by Celestial Altitude, to find the time at Sea by the Sun's Altitude, to find the time at Sea by the Moon's Altitude, to find the time at Sea by a Planet's Altitude, to regulate a Chronometer by means of a transit instrument, Lunar Observations, to find the Longitude by a Chronometer, method of keeping a Journal at Sea.

This class also studies Spherical Projections.

X.

Department of Graphics, Professors BECKER, KIRKPATRICK, and HOWARD.

In a commercial and mechanical community, no branches of study are of more immediate practical benefit than those included in the Department now under consideration. It occupies the whole time of one Professor, and a considerable portion of the time of two others, and with results proportionate to the time allotted to it. The several subjects included are somewhat dissimilar, yet all have an obvious and natural connexion under

the general head of Graphics. These subjects are Drawing, Writing, Book-keeping, and Phonography.

Drawing is taught by commencing with exercises in analyzing and constructing the elements of form, and proceeding by progressive steps from simple straight lines and angles to the copying of the most difficult compositions, copying from nature, and finally in the upper classes, to Architectural and Mechanical Drawing, and Original Designing.

In Writing, the students are required to write a fair business hand on entering the school. In addition to this, however, they receive constant instruction in the subject during their whole course, partly by progressive exercises in Copy-books, and partly by being required to make all their compositions, examinations, sketches of lectures, and other written exercises, amounting to not less than thirty pages weekly, exercises in writing. All these exercises, after being examined by the several Professors as to their contents, are submitted to the inspection of the Professor of Graphics, examined, and marked for their penmanship. This begets a habit of care, and causes a more rapid and permanent improvement in the penmanship than even their regular exercises in it.

Book-keeping, until recently reserved for the end of the course, is now commenced as soon as a boy enters the school, and is attended to nearly every day during the whole of the first year. By the end of that time, he is expected to be, and in all cases of ordinary capacity and industry, is acquainted with the elements of the theory and practice of Book-keeping, except such special additions as local or particular business may require.

Phonography, as a system of short-hand, and for the purpose of reporting, is studied carefully during the whole of the first year. By the end of that time, all who are in any way zealous acquire the ability to report any ordinary speaker, verbally. This ability is made habitual, as well as profitable, by the reporting of lectures which are required during all the rest of the course.

The time allotted to those several branches, and some further particulars in regard to each, will be found under the following heads:

DIVISION H. *First Term.* (1.) Penmanship, by Prof. Becker, writing lesson a week, under the eye of the Professor, besides copies weekly to be written at home, and presented for examination and criticism at the time of the other exercise. The lessons are intended to train the student to the acquisition of a plain business hand. The exercises are those contained in *Becker's Copy Books*. Besides these formal lessons, the students are weekly to prepare one composition, two sketches of lectures, and all their exercises in Book-keeping, the whole of which, amounting to some twenty to thirty pages of manuscript, is examined, criticised, and marked for its penmanship. (2.) Book-keeping, three lessons a week, by Prof. Howard, on the theory, and one lesson a week, by Prof. Becker, in the practice of the same. In commencing the study, the principles upon which the science is founded, the classification, use, and internal arrangements of some of the books commonly used in business, the rules for making original entries of all kinds, and other important matters, are thoroughly learned by the student, before he is required to open a set of books conducted upon practical business principles. The theory once mastered, the student is taught by examples the manner of opening, conducting, and closing a set of books, in which there is opportunity and necessity for the constant application of all the knowledge previously acquired. The system includes many sets of books, exemplifying a great variety of business and diversified methods of keeping accounts. (3.) Phonography, by Professor Kirkpatrick, three exercises a week, (one lecture and two recitations.) During this term the class studies the corresponding style, so as to be able to read it fluently and write it correctly. Two lessons and one lecture every week. *Booth's Phonographic Instructor* is used as a book of Exercises; *Andrews and Boyle's Phonographic Reader*, as a reading-book, for the first part of the course, and *the American Phonographic Journal*, published by E. Webster, during the remainder. At the end of the first term, the students are able to write on an average eighty to ninety words in a minute.

DIVISION G. Second Term. (1.) Penmanship, by Professor Becker, two lessons a week, besides two home copies, one position, two lectures, and all the Book-keeping exercises, examined and marked for Penmanship, as in Division H. (2.) Book-keeping, five lessons a week, (three by Professor Hoar and two by Professor Becker.) The class is conducted gradually through the successive portions of the text (Becker's,) and the corresponding exercise books. By the end of the term they are expected to be able to perform an accountant's duties in a Manufacturing, Mechanical, Mercantile, or Professional business. They thus acquire at school more of the general theory of Book-keeping than is ordinarily acquired in a long course of business, and at the same time have sufficient practice to enable them to accommodate themselves readily to the local peculiarities to be found in almost every large establishment. (3.) Phonography, by Professor Kirkpatrick, two exercises a week, (one lecture and two recitations.) The object of the study now is the Reporting style. During this term the class is instructed in the extended use of word-signs and phrases, and frequent opportunities are given for practice. The books used are the American Phonographic Journal and Pease's Reporters' Assistant. At the end of the term they are expected to be able to report, verbatim, any lecturer or public speaker, who speaks with a moderate degree of rapidity, and to write on an average from one hundred and twenty to one hundred and forty words in a minute.

DIVISION F. Third Term. (1.) Drawing, by Professor Becker, two lessons a week. The students on entering this division commence with the exercises contained in the "First Book of Peale's Graphics." These are rudimental. Their object is to train the eye to accuracy of observation, and the hand to correctness of imitation, and to impart to the learner a knowledge of those primary rules of the art, without which no one can become a correct draughtsman. These exercises are varied in size or increased in number, according to the proficiency of the student. The students proceed from the first to the second

of the Graphics, as they are found competent to analyze and imitate forms increasing in complexity; and having satisfactorily completed this portion of the work, drawing from objects is commenced. (2.) Writing, by Professor Becker. There are no separate lessons in penmanship, but two home copies weekly are required, besides one composition, and two lectures, to be examined and marked as before described.

DIVISION E. *Fourth Term.* Drawing, by Professor Becker, two lessons a week. The division is engaged for the most part in drawing from cards, i. e. lithographic patterns of different objects, shaded. These exercises require the application of the principles which they have acquired in the elementary studies. Students who, through carelessness or inattention, have not advanced sufficiently in the exercises of the first term, are required to continue them till the proper degree of improvement is manifested, before they are permitted to draw from the lithographic patterns. The patterns used by the division are of a very diversified character, comprising simple and complex subjects, such as human figure, animals, landscapes, flowers, and architectural and ornamental objects. Those members of the division who have evinced great industry and skill are instructed in the method of drawing with black and white chalk. (2.) Writing, by Professor Becker, no special instruction, but weekly two home copies, and one composition, and two lectures, to be marked for penmanship as in the previous classes.

DIVISION D. *Fifth Term.* Drawing by Professor Becker, two lessons a week. Drawing from real objects, in perspective, is commenced. The principles of this branch of drawing are fully explained to the students, and the necessary definitions of technical terms, together with the most important rules for the practical application of those principles are also communicated. The instruction thus given is made more intelligible by the use of prepared drawings, and, as occasion may require, by illustrations on the black-board. To give additional familiarity with skill in the principles already acquired, this division is also required to make weekly two home copies of lithographic patterns, similar to those executed in school during the previous

term. (2.) Writing, no special exercise, but every week to home copies, one composition, and one lecture, to be marked for penmanship.

DIVISION C. Sixth Term. (1.) Drawing by Professor Becker, two lessons a week. Drawing of solid objects, in perspective, is continued by this Division, and mechanical drawing is commenced by illustration, on the black board, of geometrical figures, such as the column, the pyramid, the cylinder, the cone, the sphere, &c., &c., and their different sections, which the students are required to delineate upon principles which have been carefully explained to them. (2.) Writing, by Professor Becker. One lesson a week in Ornamental Penmanship, besides one Composition and two lectures, to be marked for plain writing.

DIVISION B. Seventh Term. (1.) Drawing, by Professor Becker, two lessons a week. This Division is confined to mechanical drawing in its more advanced stages, and its studies are designed to be of service in most of the mechanic arts. (2.) Ornamental Penmanship is continued by Professor Becker, one lesson a week. In plain penmanship, no special exercise, but one composition and three lectures to be marked.

DIVISION A. Eighth Term. (1.) Drawing, by Professor Becker, two lessons a week. Mechanical drawing is continued by this division. In addition, isometrical drawing and the construction of original designs, both plain and ornamental, adapted to the various branches of the mechanic arts, are taught. (2.) Writing, by Professor Becker. One lesson a week in Ornamental Penmanship, besides being required to execute, at home, elaborate pieces of Penmanship for exhibition. In plain writing, one composition and three lectures weekly, to be examined and marked.

XI.

Department of Anatomy, Physiology, and Natural History,
HENRY McMURTRIE, M. D., Professor.

The instruction in this department is given entirely by Lectures. These Lectures are illustrated by a very excellent and complete series of Anatomical preparations, and numerous drawings, executed with care, and made especially to suit the use.

DIVISION H. First Term. One lecture and four recitations a week. The pupils are instructed during the first term upon the general principles of the subject, preparatory to a special study of the Anatomy and Physiology of Man, and the Philosophy of Animal Life in all its modifications.

DIVISION G. Second Term. One lecture and three recitations a week. Anatomy and Physiology commenced. The subject attended to is the Osseous system generally, showing the nature of Bone, its chemical composition, growth, tissue, uses; (2,) a general description of the Skeleton; (3,) special anatomy of the Spinal Column, and of the Thorax.

DIVISION F. Third Term. One lecture and three recitations a week. Anatomy and Physiology continued. The subjects in continuation and completion of the Osseous system, viz: (1,) the Head, (2,) the Superior Extremities, (3,) the Inferior Extremities.

DIVISION E. Fourth Term. One lecture and two recitations a week. Anatomy and Physiology continued. The subjects (1,) the Desmoid System, describing the different kinds of elements, their tissue, functions, and qualities, with the special anatomy of all the Articulations; (2,) the Dermoid System, giving a special description of the Skin, its functions, appendages, &c.

DIVISION D. Fifth Term. One lecture and two recitations a week. Anatomy and Physiology continued. Subject, the Muscular System; describing the general nature of Muscle, its uses and functions, the divisions of the muscles, their color,

form, mechanical power, and irritability, and lastly demonstrating the muscles individually.

DIVISION C. Sixth Term. One lecture and two recitations a week. Anatomy and Physiology continued. The subjects are (1,) the Digestive Organs, including particularly the Mouth, Tongue, Teeth, Pharynx, Esophagus, Stomach, Liver, and the alimentary canal generally; (2,) the Circulatory System, including an account of the nature and functions of the Blood, and a special description of the Heart, Arteries and Veins.

DIVISION B. Seventh Term. Two lectures and two recitations a week. Anatomy and Physiology finished. The subjects are (1,) the Respiratory System, including an account of the Larynx, the Trachea, the Bronchi, and the Lungs; (2,) the Nervous System, describing the nature, functions, and divisions of the Nerves, with the special anatomy of the Brain, the Spinal Marrow, the Ear, and the Eye, and the theory of hearing and vision.

DIVISION A. Eighth Term. Two lectures and two recitations a week. The students having been instructed, during three years and a half, in the knowledge of the human frame, receive during the last term some very important practical instructions in regard to the use of this knowledge. These instructions form a special course of Lectures, based upon the preceding, and denominated "Domestic Medicine and Surgery." The object of this course is to teach the students what to do and what to avoid, in the ordinary cases of sickness or accident where medical assistance cannot be obtained. These instructions embrace cases of fever, wounds of all kinds, poisons, fractures, suspended animation from drowning, foul air, cold, coruscating lightning, &c. They are followed also by lectures upon Hygiene, or the laws of health, especially as it is affected by the Atmosphere, Food, Clothing, Exercise, Cleanliness and Sleep.

XII.

Department of Natural Philosophy and Chemistry.

MARTIN H. BOYE, M. D., Professor.

The two subjects embraced in this Department formed originally two separate courses by different Professors, who came to the school to deliver Lectures at certain hours. The subjects, however, are so intimately connected, and serve in so many cases to illustrate each other, that it is difficult to draw a definite line between their respective territories, and seems to be unwise to attempt it, except in cases where an ample amount of instruction in both is provided for. By the combination of the two Departments into one, much repetition is avoided, and the whole instruction in these branches is made throughout homogeneous and consistent. The students do not commence their studies in this Department until after the expiration of two years, or one-half their course. The reasons of this are, that more than one-half of the time of the Professor is engaged. The distribution of the time allotted to this Department, and the peculiarly happy manner in which the various topics growing out of the two main branches are made to coalesce, can be shown clearly by a pretty full analysis of the course of instruction.

D. Fifth Term. Two lessons a week, one a lecture and one recitation. As the presence of the Atmosphere affects more or less all the experiments both of Chemistry and Natural Philosophy, a correct idea of the properties of gases, and more especially of the atmosphere and its pressure, is considered essentially necessary for progress in any part of these sciences, and therefore made, somewhat contrary to the usual method, the starting point of the whole course. The course accordingly begins with Pneumatics. The students are made familiar with the general properties of gases, such as expansibility, compressibility and elasticity, weights, specific gradations, etc., and the instruments depending on them, and the different expanding and condensing air-pumps, weight, and the Barometer. After this, towards the close of the term, the pupils are made more fully acquainted with the properties of liquids generally, the phe-

nomena of the immersion and flotation of solids in liquids, so as to understand the different methods of ascertaining the specific gravity of Solids and Liquids, including the theory and use of Hydrometers. The class of subjects thus presented to the minds of the students at the beginning of the course, besides the advantage already spoken of, possess the additional advantage of being less difficult and more entertaining. The students, at the time they begin the course, are not yet sufficiently mature to be capable of the severe analysis necessary in studying most of the topics belonging to this Department. This part of the subject also is more susceptible of popular demonstration, and of engaging the mind by a number of pleasing experiments.

C. Sixth Term. Four lessons a week, two being Lectures, and two recitations. In NATURAL PHILOSOPHY, the students are in this term made acquainted with the phenomena of Heat and Light. In regard to the first of these, there is given a general exposition of the laws for the expansion of bodies by heat, and the applications in practical life and in the economy of nature. Then follows the construction of the different Thermometers and their use, the Temperature of the earth and of the atmosphere, the theory of Draft and of Winds, and the different modes of the communication of heat. After this, comes the subject of Radiant heat, Specific heat, and Latent heat, with the phenomena of Liquefaction and Vaporization, to which is added the application of *Steam* as a moving power; with a full description of the different parts of the Steam Engine. The general subject of heat being concluded, the rest of the term is occupied with the discussion of Light. - The Professor first expounds the laws relating to the reflection and transmission of light. This is followed by a description of the most important Optical instruments, such as the Microscope, Telescope, Magic Lantern, Camera Obscura, &c., and an account of the process of Daguerreotyping. For want of time, however, and still more for want of proper instruments, it has been found impracticable, thus far, to render justice to this part of the subject. In CHEMISTRY, during this term, the pupils begin with the non-metallic elements. The previous acquaintance with the phys-

properties of gases, and the simultaneous exposition (in the Lectures on Natural Philosophy) of the nature of heat, enable the student, by the aid of the numerous and brilliant experiments with Oxygen, to receive a correct idea of the nature of chemical affinity and the theory of Combustion, with its many applications in practical life. This is followed by an exposition of the different properties of Oxides, their classification into Oxygen Acids and Bases, and their combinations into Oxygen Salts. The other non-metallic elements and their compounds with Oxygen, follow in succession, viz: Hydrogen, Nitrogen, under which latter are given the chemical nature and composition of Atmospheric Air, Carbon, Boron, Silicon, and Sulphur, with the classification of Sulphurets and the formation of Sulphur Salts.

3. *Seventh Term.* Four lessons a week, two being Lectures and two recitations. IN NATURAL PHILOSOPHY, this term, the properties of the imponderables are considered, viz: Magnetism, Electricity, and Galvanism. The students having by this time advanced sufficiently far in chemistry to be acquainted with the properties of Hydrogen bodies, and the composition and theory of Haloid and Sulphide Salts, are now enabled to understand fully the theory of the simple and compound Voltaic circle, the chemical decomposition effected in and by it, in connection with its Electro-magnetic and other properties, as also its numerous and important applications in Electro-Gilding and Plating, Electrotyping, Galvanic Ignition, and the Electro-Magnetic Telegraph, which is added Magneto-Electricity, and Thermo-Electricity. In CHEMISTRY, the other non-metallic elements are considered, beginning with Phosphorus. After this follow the Halogen class of elements, and an exposition of the properties of their compounds with the metals, and of the nature of Haloid Salts and their compounds with Hydrogen, or the Halogen-Hydric-Acids, and their relation to Oxygen bases. Lastly, come the remaining compounds of Hydrogen with the other non-metallic elements, Carbon, Phosphorus, and Nitrogen, with description of the manufacture of Lighting Gas, and the theory of its illuminating properties.

A. *Eighth Term.* Four lessons a week, two being Lectures and two recitations. In NATURAL PHILOSOPHY, the students are instructed in Mechanics and Hydrodynamics. In CHEMISTRY, the subjects are the Metallic elements and their compounds, and the numerous manufactures connected with them, such as Gun-powder, Soda-ash, Glass, Porcelain and Earthen-ware, Iron and Steel, Copper and its alloys, Lead and its different preparations, and also as much as the time permits, of Organic Chemistry.

The mode of instruction in the Department of Natural Philosophy and Chemistry is entirely by Lectures. A suitable textbook would be of great service as an auxiliary. But as the course is special in its character, it is difficult to find a book that will answer the purpose. I have given so full a sketch of this course, because I could not otherwise give an idea of its merits. It has been specially organized by the present Professor with a view to the exigencies of the school, and has its character strongly marked, that while it is rigidly scientific, it has a constant tendency to practical results. It is greatly to be regretted that more of the time of the Professor could not be secured to the school. The want of the enlargement of this department by its extension to the lower Divisions, is much felt. The importance of a knowledge of the practical application of Natural Philosophy and Chemistry to the youth of this great commercial and manufacturing city, can hardly be overestimated. These two combined departments do not, even now taught, constitute one full professorship. The procuring of suitable apparatus and the necessary care for its preservation require much additional occupation. Still no extra time is allowed, not only for this purpose, but even for the preparation of experiments for the lectures, and the subsequent cleaning and re-arrangement of the apparatus. A technical collection should also be provided for, connected with this branch.

	6.	7.	8.	9.	10.
	<i>Prof. Kirkpatrick.</i>	<i>Prof. Kendall.</i>	<i>Prof. Vogdes.</i>	<i>Prof. Becker.</i>	<i>Prof. M. Martie.</i>
	<i>Prof. Hart.</i>	<i>Prof. Rhoads.</i>	<i>Prof. Harverstick.</i>	<i>Prof. Briggs.</i>	
	Anglo-Saxon Gospels, once a week.	Political Economy; (Wayland), 3 lessons a week.	Navigation; (Bowditch), Spherical Projec- tions, 3 lessons a week.	Mechanical Drawing, once a week. — Designing, once a week. — Ornamental Penman- ship, once a week.	Hygiene & Zoology; 2 Lectures and 2 Recitations a week.
	Practical Astronomy, (Gummere's) 3 lessons a week. — Lectures on the Differential Calculus.	Navigation; (Maury) Constructions of Spherical Tri- angles, 3 lessons a week.	Mechanical Drawing twice a week. — Ornamental Penman- ship, once a week.	Domestic Medicine and Surgery; 2 Lectures and 2 Recitations a week.	Natural Philosophy and Chemistry; 2 Lectures and 2 Recitations a week.
	Analytical Geometry, (Davies), 4 lessons a week.	Surveying; (Gummere's) 3 lessons a week.	Mechanical Drawing once a week. — Drawing from solid Objects & Perspective, once a week. — Ornamental Penman- ship, once a week.	Anatomy and Physiology, 1 Lecture and 2 Recitations a week.	Natural Philosophy and Chemistry; 2 Lectures and 2 Recitations a week.
	Surveying; (Gummere's), 3 lessons a week.	Drawing from solid Objects & Perspective, twice a week. — Home Exercises in Penmanship and Drawing from Patterns.	Anatomy and Physiology, 1 Lecture and 2 Recitations a week.	Natural Philosophy; 1 Lecture and 1 Recitation a week.	

COURSE OF STUDIES IN THE CENTRAL HIGH SCHOOL OF PHILADELPHIA. *(Continued.)*

DIVISIONS.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
	<i>Prof. Bregy.</i>	<i>Prof. Haverstick.</i>	<i>Prof. Hoyer.</i>	<i>Prof. Howard.</i>	<i>Prof. Rhoads.</i>	<i>Prof. Hart.</i>	<i>Prof. Kirkpatrick.</i>	<i>Prof. Kendall.</i>	<i>Prof. Vogdes.</i>	<i>Prof. Becker.</i>	<i>Prof. M. Murtrie.</i>
E.	[E pr.] French, (5 times a week;) Charles XII, Grammar and Exercises, (Levizac & Pinney.)	[E cl.] Latin: Virgil, 5 lessons a week.	[E Eng.] Political Economy, (Wayland's abridged,) 5 times a week. [Whole class.] Universal History, (Willard,) 4 times a week.	Arithmetic and Mensuration, (Vogdes,) reviewed twice a week.	Composition once a week. Lectures on the History of Pennsylvania, once a week. English Grammar, (Hart,) reviewed once a week.	Lectures once a week on the History of English Literature.	Moral Science, (Wayland,) 3 times a week.	Uranography, (Kendall,) twice a week.	Spherical Trigonometry, (Chauvenet,) 3 times a week.	Drawing from Patterns, twice a week. Home Exercises in Penmanship.	Anatomy and Physiology; 1 Lecture and 2 Recitations a week.
F.	[F pr.] French, (5 times a week;) Picot's Historical Narrations, Grammar and Exercises, (Levizac & Pinney.)	[F cl.] Latin: Caesar, (5 lessons a week.)	[F Eng.] Chemistry, (Johnston's,) 5 times a week. [Whole class.] History of Rome, (Goldsmith,) twice a week.	History of England, (Goldsmith,) 3 times a week.	Composition once a week. Lectures on the History of Pennsylvania once a week.	Lectures once a week on the History of English Literature.	Moral Science, (Wayland,) 3 times a week.	Algebra. (Alsop,) twice a week.	Plane Trigonometry, (Chauvenet,) twice a week.	Drawing, (Peale's Graphics,) twice a week. Home Exercises in Penmanship.	Anatomy and Physiology; 1 Lecture and 3 Recitations a week.
G.	[G pr.] French, (5 times a week;) Picot's Amusing Narrations, Grammar and Exercises, (Levizac & Pinney.)	[G cl.] Latin: First Lessons, (McClintock and Crook's,) 5 times a week.	[G Eng.] Chemistry, (Johnston's,) 5 times a week. [Whole class.] Lectures once a week on the public Institutions of Philadelphia.	Book Keeping, (Becker,) 3 times a week.	Composition once a week. History of Greece, (Goldsmith,) twice a week.	Lectures once a week on the History of English Literature.	Phonography: 1 Lecture and 2 Recitations a week. (Booth's Instructor, Patterson's Reporter's Assistant.)	Algebra, (Alsop,) twice a week.	Geometry, (Davies' Legendre's) twice a week.	Penmanship, (Becker's,) twice a week. Book Keeping, (Becker's,) twice a week.	Anatomy and Physiology; 1 Lecture and 3 Recitations a week.
	[H pr.] French, (5 times a week.)	[H cl.] Latin;	[H Eng.] Natural Philosophy, (Coates,) 5 times a week.	Book Keeping,		Lectures	Phonography: 1 Lecture and 2 Recitations a week.	Algebra,	Geometry,	Penmanship, (Becker's) once a week.	Elements of Special Physics;

APPARATUS.

The means of instruction in the demonstrative sciences are very unequal in the different departments of the school. The most full and complete is that in the department of Natural History.

1. *Natural History.*

In this Department there is, in the first place, a cabinet of Human and Comparative Anatomy, systematically arranged and extending from Man to the Radiata; secondly, a cabinet of Mineralogy, and thirdly, one of Botany. In addition to these, there is an extensive series of transparent oil and water colored paintings, of different sizes, more than four hundred in number, prepared with a special view to illustrate the course of structures which they accompany. The whole collection has been valued by appraisement at more than \$11,000. It is, however, the private property of the Professor, subject to a right of purchase by the Controllers.

2. *Astronomy.*

In this Department the apparatus is ample for the purpose of instruction, and also to some extent for observation and scientific research. The instruments were purchased at the first organization of the school, and cost about \$5,000, apart from the expense of mounting them and of erecting the tower on which they stand. Besides the instruments, there is a small, but valuable collection of Astronomical Books connected with the Observatory. The following is an enumeration and description of the instruments.

Fraunhofer Equatorial, nine feet focal length, and six and a half inches aperture. The declination circle is read to ten seconds of space, and the hour circle, to four seconds of time. Each by two verniers.

- II.—*Meridian Circle or Transit Instrument*, by Ertel.—telescope is five feet focal length, and four and a inches aperture. The circle is twenty-four inch diameter, and is read by two verniers to two seconds.
- III.—*Comet Seeker*, equatorially mounted by Fraunhofer—two and a half feet focal length, and four inches aperture.
- IV.—*Fraunhofer Filar-Micrometer*, with three fixed spider-lines, and two others at right angles to the moveable by screws. The former for observing differences of Right Ascension and the latter for differences of Declination. This instrument is adapted to the Equatorial.
- V.—*Sidereal Clock* with mercurial pendulum, by Lukens, Philadelphia.
- VI.—*Chronometer*, for Mean Solar Time, by Tobias, London.
- VII.—*Sextant*, eight inches radius, by Pistor.
- IX.—*Quicksilver Artificial Horizon*.
- X.—*Barometer*, by Francis, Philadelphia.
- XI.—*Thermometer*, do do.

3. *Natural Philosophy and Chemistry.*

The means of illustration in this department have improved considerably since the increase, in 1847, of the annual appropriation for this purpose, but it is yet deficient in some branches. The department of Chemistry suffers particularly from the want of a Laboratory with permanent fixtures, no such having been provided, and the smallness of the room for the accommodation of Natural Philosophy rendering all attempts at Chemical operations both injurious to the health of the students, and to the preservation of the philosophical apparatus kept in the room. This want should be provided for in some manner, as for the accommodation of a technical collection to illustrate the various stages of the technical operations carried on from the crude material to the finished article of manufacture.

ctions can only be obtained gradually, and should, therefore, be commenced at an early period.

The following list will convey an idea of the collection of Philosophical and Chemical apparatus in its present state:

Pneumatics.—Two barreled exhausting air-pump, with a set of receivers and other apparatus, for illustrating the subject, including a superior mountain barometer.

Aerotics.—Apparatus to illustrate the parallelogram of pressures, and of motion.

Sundry smaller apparatus to illustrate centre of Gravity.

Set of Levers.

Superior Atwood Machine, with friction rollers and clock, and bell attachment.

Hydraulics.—Oersted's apparatus, for showing compressibility of water.

Apparatus to show pressure on bottom of vessels, of different size.

Hydrostatic bellows.

Nicholson's Hydrometer.

Hydraulic column, to show efflux of water, with hydraulic ram to attach.

Set of hydraulic pumps.

Thermics.—Lamppymeter, and ball and ring, to illustrate expansibility of solids.

Centigrade Thermometer, with Glass Scale.

Apparatus to illustrate conduction of heat.

Reflectors to illustrate radiant heat.

Boiler, with Thermometer and Pressure-gauge, to illustrate temperature and pressure of steam.

Buchan's hygrometer.

Magnetics and Electrics.—Horizontal and vertical needle.

Mass-plate Electrical machine, with sundry apparatus to illustrate friction electricity.

Daniell's galvanic cell.

Two Grove's batteries, small and medium size, with Galvanometer, Voltmeter, Electromagnet, and other minor apparatus.

Inductive Coil machine.

Chemistry.—Globes for exhibiting combustion in Oxygen Self-Regulating Hydrogen Generator.

Small glass pneumatic cistern.

Two glass Gasometers, with attachment, to illustrate (y) hydrogen Blowpipe and Lime-light.

Large Indian rubber Gasometer, in tin case.

Hare's Hydrogen Endiometer, with Calorimotor for galvanic ignition.

Table Blowpipe, with Argand Spirit lamp.

Apparatus for liquifying and solidifying Carbonic acid.

EXAMINATIONS.

The students are examined daily on the studies of the course, and marked according to their proficiency. Each student, on an average, not less than four marks daily, the larger classes being so divided into sections that the Professors ordinarily go through the whole class or section at each recitation. The daily marks are summed up at the end of the month, and an average of them taken, known as the "Recitation Average." Demerit marks, received through the month for misconduct of various kinds, are deducted from the recitation average, and the general result thus produced determines the standing for the following month. At the end of the term, these several monthly averages are combined, and a general result produced, showing the success of each student during the term, so far as determined by the daily records of recitations and demerit marks. In addition to this, each student is subjected to a rigorous written examination on all the studies and exercises of the term. In determining the question whether a student shall go forward with the class, or go back into the next class, we are guided solely by this written examination. Any student who fails in it, is turned back. Any who succeed in it, go forward, whatever may have been their recitation average. The two averages, (Recitation and Examination,) are combined in determining questions of rank or precedence in the class. The highest combined average

es a student number one in his class, the second highest es him number two, &c. All who thus stand at or near the d of their class, by this combined average of conduct, recit- on and examination, are marked as "*distinguished*," and ily announced as such at the Commencement.

he written examination at the close of the term, occupying ly a week, is one of the most laborious of the operations of school. It involves a much larger amount of labour than the examination for admission. Both the studies, and the ents to be examined, are about three times as many as in examination for admission. The examination also is made e rigorous. The whole of the written papers at one of our i-annual examinations would make more than six thousand es of foolscap. The labour bestowed, however, is not without uate result. The anticipation of having to go through this ess causes the students in their daily preparation of lessons im at gaining a permanent knowledge of what they go over, ead of merely getting ready to recite a lesson and then dis- ing it from the mind, as is too often done. It secures, too, eful review of studies at the close of the term.

he Graduating Class are subjected to a special examination, re taking the degree of Bachelor of Arts. This examination nds through all the studies of the entire four years' course. ccupies a whole month, during which time they are engaged y from four to five hours in writing their answers under the in- tion of a Professor. These answers, together with the ques- s, are bound up in large volumes, and preserved at the school e permanent record, being the evidence of their title to receive r degree. The questions used in the examination of the last duating Class are here given. They do not exhibit the full se of study now in the school, because, within the last year wo, quite a large number of studies has been introduced into e course. These new studies do not appear in the examina- of the last graduating class. As this examination extends ough the entire course, some of the questions are necessarily ery elementary character. It seems best however, to give whole, the easy as well as the difficult.

QUESTIONS FOR THE FINAL EXAMINATION OF THE GRADUATING CLASS, JULY, 1850.

Constitution of Pennsylvania.

1. When was the Constitution of Pennsylvania adopted?
2. What are the qualifications of members of the General Assembly?
3. Who are entitled to the right of voting for State Officers?
4. By whom are Aldermen chosen, and for what time are they commissioned?
5. What provision of the Constitution authorizes an appropriation of the public money to the support of Common Schools?
6. By whom is the Secretary of the Commonwealth appointed, and what are his duties?
7. How does the tenure of office of the Judges of the Courts of Pennsylvania differ from that of the Judges of the United States Courts?
8. By whom are the Judges appointed?
9. What amendment to the Constitution has been lately proposed in relation to the Judiciary?
10. What process is necessary in amending the Constitution of Pennsylvania?

Constitution of the United States.

1. In whom are the different departments of the General Government vested?
2. How is the power of Congress limited?
3. What appointing power has the President?
4. Explain the process of passing a law, without the signature of the President.
5. What are the qualifications of a Vice President of the United States? do you think so?
6. What power has Congress over the Territories?
7. What privileges and disabilities pertain to members of Congress?
8. What is the process to be pursued in cases of impeachment, and what is the effect of conviction?
9. What is treason against the United States, and how is it punished?
10. What is the tenure of office of the Judges of the United States Courts?

Moral Science.

1. What is Moral Philosophy?
2. What means are afforded us for acquiring a knowledge of our duties?
3. What is Natural Religion?
4. Show the insufficiency of Conscience and of Natural Religion, as means of man reformation.
5. How may we learn our duty from the Scriptures?
6. Explain the nature of human equality.
7. What does the law of Reciprocity require with regard to the reputation?
8. Give the arguments for and against the taking of Judicial oaths.
9. Explain the duties of children to their parents.
10. State and explain the duties of citizens, as individuals and as members of society.

Mental Science.

1. Give the divisions and subdivisions of the mind, and state why it is considered under so many heads.

- Explain fully what you mean by complexity of Mental States.
- Name the laws of Association, and explain their use and mode of operation.
- What are the principal rules to be followed for the improvement of the memory?
- Explain the effect of *Habit*, upon the different states and operations of the mind.
- Prove by analogy that man was originally created with the principle of Love to the Supreme Being.
- Explain the nature of the Moral Emotions, and state upon what it is that their character depends.
- What are the principal sources of knowledge?
- How do obligatory feelings differ from desires?
- Prove the uniformity of the action of conscience in its decisions.

Political Economy.

- What is the province of Political Economy?
- Explain fully the meaning of the terms, product, producer, and production, as used in Political Economy.
- What are the modes by which human productiveness may be increased?
- Explain the advantages to be derived from a division of labor.
- What are the laws which govern the application of labor to capital?
- What are the effects of direct legislation upon production?
- Explain the general doctrine of Exchange.
- By what circumstances are wages, or the prices of labor, regulated?
- What is meant by the interest of money; what circumstances regulate its rate?
- What are the circumstances which regulate the price or rent of land?

History of the United States.

- Give some account of the early settlement of Massachusetts, naming at least five of the prominent men engaged in it.
- When, and by whom was the first plan of a general Union among the Colonies drawn up? How was it received in England and in America?
- Give an account of the British Conquest of Quebec.
- Give an account of the expeditions of Arnold and Allen, in 1775.
- What was the object, and what the result of "Burgoyne's invasion?"
- Give an account of the events immediately following the battle of Brandywine.
- Give an account of the movements which led to the surrender of Lord Cornwallis.
- What individuals were first appointed heads of departments under the Constitution of the United States?
- What were the last two States to accept the Constitution?
- Give a short account of the administration of the second President of the United States.

History of England.

- What changes did the reign of William, the Conqueror, produce in England?
- Mention the principal events of the reign of Henry II.
- When, and under what circumstances were the towns and boroughs first admitted to representation in Parliament?
- Give some account of the reign of Edward I.

5. Give a short history of the French wars of Edward III.
6. What was the general aspect of religious affairs at the beginning, middle and close of the reign of Henry VIII?
7. Give some account of the long Parliament; its principal acts, wars, and dissolution.
8. Give some account of the career of Cromwell.
9. What circumstances led to the accession of William of Orange, in 1688?
10. Give some account of the risings in favor of the Pretender, during the reign of George I.

History of Greece.

1. Mention three foreign colonies which settled in Greece, and the places of settlement.
2. Give an account of the migration of the Heracleidæ.
3. Mention the provisions in the laws of Lycurgus, respecting the Helots and Peræci.
4. Before the time of Solon, who possessed all executive and legislative authority in Athens.
5. Give an account of the administration of Pericles; what was his plan of waging the Peloponnesian war?
6. Under what circumstances, and on what conditions, did Alcibiades offer to return to Athens, during the second Peloponnesian war?
7. How was the second Peloponnesian war brought to a close, and what were the conditions of peace?
8. Give an account of Socrates; of his connection with Alcibiades; of his trial.
9. Give an account of the life and character of Agesilaus.
10. What was the principal step by which Philip of Macedon, obtained influence in Greece?

History of Rome.

1. What were the institutions of Numa Pompilius and Servius Tullius?
2. Under what circumstances was the office of Tribune of the people instituted?
3. Give an account of the Decemviri; their appointment, acts, and fall.
4. What was the occasion of the interference of Pyrrhus, in the affairs of Italy?
5. Mention the principal events of the Second Punic war.
6. Give an account of the war against Jugurtha.
7. Who fought the battle of Actium? What were its consequences?
8. Give the history of the Second Triumvirate.
9. Give an account of the reign of Tiberius.
10. Give some account of the wars in Britain, in the times of Claudius, Titus, and Domitian.

History of the Middle Ages.

1. Give some account of the rise and early fortunes of the Arabian empire.
2. Give some account of the reign of Charles V., in Spain, before his elevation to the imperial throne.
3. What circumstances prepared the way for the success of Luther, and the rapid progress of the Reformation?

- Give some account of the Conquest of Constantinople, by the Latins.
 Who were the Albigenses? Give some account of the Crusade against them.
 Name five of the most important events that occurred in different parts of the world, during the fifteenth Century.
 What were the great routes of trade with India, from the fifth to the twelfth Centuries?
 What were some of the great results of the enfranchisement of the cities of Europe?
 What were the various states through which the Church passed from the fifth to the twelfth Century?
 What influences did Feudalism exert upon the progress of Civilization?

Logic.

- Define the following terms as used in Logic:—judgment, term, syllogism, common term, singular term, mood, and figure.
 Give a logical definition of a proposition, and designate the genus and differentia.
 Name and define the different kinds of pure categorical propositions, and attach to each its proper symbol.
 What propositions may be converted simply? what by negation? what by limitation?
 Give the rule or axiom commonly called Aristotle's dictum.
 Give the rules by which categorical propositions may be tested without reducing them to the form to which "the dictum" will apply.
 Construct three syllogisms, one in the first figure, one in the second, and one in the third.
 In what figure and mood is the following syllogism? How may it be reduced to Darü?
 All wits are dreaded,
 All wits are admired; therefore,
 Some who are admired are dreaded.
 How may a modal proposition be stated as a pure one?
 What is a Dilemma?

Rhetoric.

- Exhibit and explain the effect of the use of articles in language.
 Give Blair's four rules for promoting the strength of a sentence.
 Upon what two things does the nuisc of a sentence chiefly depend?
 Explain the origin and nature of figurative language.
 What cautions should be observed in the use of figures?
 What are the characteristics of each of the following kinds of style:—dry, plain, neat, elegant, flowery; diffuse, concise; feeble, nervous?
 In what four senses is the term simplicity used, when applied to style?
 What is Aristotle's definition of a sentence, and in what respect is it defective?
 What can you say of the application of gender in different languages?
 Criticise, after the manner of Blair, the following:—"The sense of feeling can, indeed, give us a notion of extension, shape, and all other ideas that enter at the eye, except colours; but, at the same time, it is very much straitened and confined in its operations, to the number, bulk, and distance of its particular objects."

French Grammar, Parsing, Dictation, Translation.

1. In what French words, and when, is the *e* omitted, and its place supplied by an apostrophe?
2. When does *beau* become *bel*, and *vieux* become *vieil*; give an example in French sentence.
3. Give the different manners of translating into French the pronoun *What*, according to its different meanings, with an example in French for each case.
4. How do the French denote an object more near, and an object more remote, than in English the words *this* and *that* are used; give an example in French.
5. What French words require *de* before every adjective and adverb which follow them; give an example in French.
6. Give the rules for the use of the subjunctive mood in French.
7. Give the irregularities of the following French verbs: *mettre*—*aller*—*savoir*—*mourir*.
8. Parse the words italicised in the following sentence:—*Lorsqu' un bon joueur, Roger Bacon, dans le fond d'un cloître d'Allemagne, enflamma pour la première fois un mélange de poudre et de salpêtre, qui aurait pu prédire les résultats de son expérience.*
9. Translate into French, Pinnock's Goldsmith's England, page 35, from "Walter the English, &c., . . . to his victorious rival."—(Eight lines.)
10. Dictation. (Here a passage is read from some French author to be copied by hearing only.)

Translation of French into English.

1. Æsop's Fables in French, (page 71,) from "Cependant le chanvre crut, etc. . . . to rien à craindre."—(sixteen lines.)
2. Interesting Narrations in French, (page 124,) from "Un chimiste romain, etc. . . . to une récompense au chimiste."—(twelve lines.)
3. Historical narrations in French, (page 131,) from "Je conviens avec vous, etc. . . . to de l'Encyclopédie."—(seven lines.)
4. Charles XII., (pages 38, 39,) from "Après avoir abaissé un clergé ignorant, etc. . . . to ne le souille point."—(fifteen lines.)
5. Sandford et Merton in French, (page 249,) from "Tandis que ces évènements cruels, etc., . . . to sur son accent étranger."—(sixteen lines.)
6. Gil Blas in French, (Book II. chap. ix., page 135,) from "Après que, mon carade, etc., . . . to trois mois qu'il est mort."—(twenty lines.)
7. Rep. of Lit. in French, (page 40,) from "La Dame au nez pointu, etc., . . . to devant sa majesté fourrée."—(twenty-three lines.)
8. Scientific narrations in French, (page 217,) from "Le phénomène connu, etc., . . . to inégalement échauffées."—(twelve lines.)

Spanish Grammar, Parsing and Translation.

1. Which Spanish adjectives lose the final *o* before a noun masculine singular? Give an example in a Spanish sentence.
2. Why is the pronoun subject of a verb generally omitted in Spanish?
3. How are the augmentative nouns formed in Spanish? Give some examples and explain also how the diminutives are formed.

- Give the rules for the use of *estar* and *ser*; give examples in Spanish for each case.
- Where is the *accent* or *stress* to be placed in the pronunciation of Spanish words? Explain the different cases.
- Give the irregularities of the following Spanish verbs: *acordar*, *hacer*, *ir*, *querer*.
- Give the meaning in Spanish of the following idioms: I am hungry; you are afraid; he is right; we are wrong; they are sleepy and thirsty.
- What is the difference in the meanings of *este* and *ese*? give examples.
- Parse the words italicised in the following sentence:—"Ofrecimientos es la moneda que corre en *este* siglo *hojas* por fruto *llevan* ya *los* arboles; palabras por obras *los* hombres."
- Translate into Spanish Pinnock's Goldsmith's England, page 37; from "Thus having no legitimate issue, etc., . . . to twenty-fifth of his reign."—(eight lines.)

Translation of Spanish into English and French.

- Cubi's Spanish Translator, (page 62,) from "Las pasiones que continuamente, etc., . . . to atormentan sin cesar." (To be translated into English.) (ten lines.)
- Cubi's Spanish Translator, (page 28,) from "La benevolencia, etc., . . . to ora sea injusto." (To be translated into French.)—(six lines.)
- Gil Blas in Spanish, (pages 62, 63,) from "Para que el hijo del barbero, etc., . . . to en el mismo paraje." (To be translated into English.)—(thirteen lines.)
- Gil Blas in Spanish, (page 12,) from "Por miedo de que el estudio no me, etc., . . . to mas no por eso perdia el tiempo." (To be translated into French.) (seven lines.)
- Don Quijote in Spanish, (page 372,) from "Solos quedaron Don Quijote y Sancho, etc., . . . to muy fuera de camino." (To be translated into English.) (twelve lines.)

General questions on the French and Spanish Languages.

- Give a short account of the life and writings of Voltaire. (Answer both in French and in English.)
- Make two remarks of your own on the history of Don Quijote. (The answer to be in English, French, and Spanish.)
- Give a narrative of the French Tragedy of *La Mort de César*. (Answer in French and in English.)
- Narrate in French, Spanish, and English, of your own composition, some particulars of the history of Gil Blas.
- Give ten English words the roots of which are found at the same time in some French and Spanish words;—what are these French and Spanish words?

Latin Grammar.

- Mention the several parts of speech in Latin, and describe those which are not found in the English Grammar.

2. Give your idea of *declension*, as applied to Latin nouns, and state how much of the five declensions is known.
3. Mention the nouns of the first declension, which have *abus* in the dative and ablative plural, and give the reason for this variation.
4. Decline the noun *Deus*, in both numbers.
5. Decline the nouns *Jupiter*, *Bos*, and *Vis*, in both numbers.
6. What is the peculiarity of the noun *Domus*? decline it in both numbers.
7. What is the peculiarity of the noun *Respublica*? decline it in both numbers.
8. Explain the several methods of forming degrees of comparison, and give a number of examples.
9. Mention seven adjectives ending in *lis*, which deviate from the regular formation of the superlative, and show what the deviation is.
10. Compare *magnus*, *plus*, *vetus*, *nequam*, *dives*, *juvenis*, *senex*.
11. Mention the eighteen simple pronouns, and decline any three of them.
12. Decline the compound pronoun *idem*.
13. What is the difference between *intensive* and *indefinite* pronouns?
14. What are the essential features of a *regular verb*?
15. Mention the *irregular verbs*, and some of their compounds.
16. Explain your idea of *conjugation*; and give some account of the four conjugations of regular verbs.
17. What are the points both of similarity and difference, between a *deponent* and a *neuter passive verb*?
18. Give the principal parts of the verbs: *reto*, *fareo*, *cubo*, *fateor*, *ludo*, *cado*, *loquor*, *nitior*, *venio*, *morior*, *ordior*.
19. Give a definition of *preteritive verbs*, and mention them.
20. Give a definition of *impersonal*, *frequentative*, and *inceptive verbs*, with several examples of each.

Latin Syntax.

1. What do you understand by Latin Syntax? show its bearings upon the agreement and government of words?
2. Specify the several forms of *agreement*, and in each case give a short Latin phrase, as an example.
3. Specify the several forms of *government*, and exemplify.
4. In the phrase, "pater mihi et mater liberi sunt," why is the adjective in the masculine gender?
5. In the phrase, "socii et rege recepto," why is the participle in the singular number?
6. What is the connection between the *relative* pronoun and its antecedent?
7. In the phrase, "pater patriæ," what is the rule for the government of patriæ?
8. In the phrase, "doctissimus Romanorum," rule for the government of Romanorum?
9. In the phrase, "summæ dementiæ est," rule for the government of dementiæ?
10. In the phrase, "O fons splendidior vitro," rule for the government of vitro?
11. In the phrase, "fuit Cæsari elementia," rule for the government of Cæsari?
12. In the phrase, "Cæsar frumento uti non poterat," rule for the government of frumento?
13. In the phrase, "Horatius ivit venatum," rule for the government of venatum?
14. In the phrase, "Carolus obiit Baltimoriæ," rule for the government of Baltimoriæ?

- In the phrase, "Brutus Philippis occisus," rule for the government of Philippis ?
 In the phrase, "Consul Agrigentum ivit," rule for the government of Agrigentum ?
 In the phrase, "Cæsar Roma profectus," rule for the government of Roma ?
 In the phrase, "secundo die accidit," rule for the government of die ?
 In the phrase, "decem horas dormivit," rule for the government of horas ?
 In the phrase, "Cæsare interfecto, abiit," rule for the government of Cæsare ?

Latin Translation.

- Translate into English the following passage, viz. : Cæsar, Book iv., section 20, page 77.—(sixteen lines.)
- Translate into English the following passage: Virgil's *Æneid*, Book v., line 159-175, page 325.—(sixteen lines.)
- Translate into English the following passage: Sallust's *Jugurtha*, Chap. xliii., page 30.—(twenty-six lines.)
- Translate into English the following passage: Cicero vs. Catiline, Oration iii., section 11, page 35.—(sixteen lines.)
- Translate into English the following passage: Horace, Book i., Ode 22, page 60.—(twenty-nine lines.)
- Translate into English the following passage: Horace, Satires, Book i., Sat. v., line 1-19, page 389.—(nineteen lines.)

Greek Grammar.

- Of the Greek vowels—which are long ? which are short ? and which are doubtful ?
- Give the six *proper*, and the six *improper* diphthongs ?
- How do you distinguish the three declensions of Greek nouns ? Give examples in each instance.
- Decline the adjectives μέγας and πόλυς ?
- Decline the adjective μαζών ?
- Decline the participle τιτυφός ?
- Give the rule for the regular formation of comparatives and superlatives, and state the three most important exceptions to the rule, with examples.
- Show the difference between the *active*, *middle*, and *passive* voice of the verb ?
- What is the peculiarity of the *optative* mood, as distinguished from the *subjunctive* ?
- What is the peculiarity of the *aorist*, as distinguished from the *imperfect* tense ?
- What is the peculiarity of the *paulo-post* future ?
- Give a general account of *augment* ; and mention the augmented tenses, stating which, if any, retain the augment beyond the indicative mood.
- In the verb βάλω, conjugate the perfect tense, passive voice.
- In the verb τέρω, conjugate the paulo-post future tense.
- Give some account of contracted verbs.
- Give some account of verbs in μι.
- In the phrase, λίμνη πλήρης ἰχθύων, what is the rule for the government of ἰχθύων ?
- In the phrase, διδάσκαλος σοφώτερος τοῦ μαθητῶ, what is the rule for the government of μαθητῶ ?

19. In the phrase, βασιλέως προσίοντος ἔφυγε, what rule for the government of βασιλέως?
20. In the phrase, ἐπαύσατο τῇ τρίτῃ ἡμέρᾳ, what rule for the government of ἡμέρᾳ.

Greek Translation.

- I.—Translate into English the following passage: Greek Reader, Sections 1 & 2 page 22.—(seventeen lines.)
- II.—Translate into English the following passage: Greek Reader, Sections 4 & 5, page 27.—(seventeen lines.)
- III.—Translate into English the following passage: New Testament, John, Chap. ii., verse 13–21.—(nine verses.)
- IV.—Translate into English the following passage: New Testament, John, Chap. v., verse 1–9.—(nine verses.)
- V.—Translate into English the following passage: Xenophon, Book i. Chap. i., section 1, page 12.—(fifteen lines.)
- VI.—Translate into English the following passage: Xenophon, Book ii. Chap. i., section 1, page 36.—(eighteen lines.)

General Questions.

1. Give a geographical account of ancient Gaul; mention the principal people by whom it was inhabited; against whom Cæsar carried on wars; and state the general results of the war.
2. Give an account of the destruction of Troy, with the persons and leading circumstances, mentioned in the second book of Virgil's *Æneid*.
3. Give some account of Numidia; also of the war carried on in that country by the Roman people against Jugurtha.
4. Give an account of the conspiracy of Catiline, and the manner of its detection, as described by Cicero, in his third oration against Catiline.
5. Give some account of Horace, as a lyric poet.
6. Write a critique upon the satires of Horace.
7. Give a biographical sketch of the elder Cyrus, and state your opinion how Xenophon, in his *Cyropædia*, may be supposed to have given a literal narrative of facts.
8. What was done and implied, when an army passed under the yoke?
9. Describe some of the machines for besieging a town, as mentioned by Cæsar.
10. What were the *naves longæ*, and the *naves onerariæ*, among the Romans?
11. What was the Roman *toga*? the Greek *ἱμάτιον*? and the *χιτὼν*?
12. What was the *θώραξ*? the *γαστήρ*? the *μάχιαι*? and the *καπίς*?
13. What was an *urbs*? *oppidum*? *vicus*? *ædificium*?
14. What was a *murus*? *mænia*? *fossa*? *vallum*?
15. What was an *amnis*? *fluvius*? *rivus*?
16. What do you understand by the *Dii Majores*? *Dii Minores*? *Penates*? *Lares*?
17. What was fabled as to the abode, mode of life, and pursuits of the principal mythological deities?
18. Who, in general, were the heroes and demigods?

19. Give some account of the ancient oracles in general, and the oracle at Delphos in particular.
20. Give an account of the modes of divination, among the Greeks and Romans.

Natural Philosophy.

1. Describe the double acting single barreled exhausting air-pump, and the manner in which it acts.
2. What is a barometer, and on what principle does it act?
3. What is the peculiar construction of the wheel barometer?
4. What is specific gravity? How is the specific gravity of a solid ascertained?
5. What is a hydrometer? Describe Beauné's hydrometer.
6. What is understood by magnetic induction?
7. On what does brittleness depend, and in what does it differ from hardness?
8. What is the Algebraic equation for the magnitude of the resultant of two concurring forces, forming an angle with each other, and how is it obtained?
9. What is understood by the centre of gravity of a body, and why will a body upset, when the perpendicular from its centre of gravity falls outside the supporting surface?
10. State in full, how the state of equilibrium of a solid is investigated, when acted on by a number of forces, in different directions, but situated in the same plane.

Chemistry.

1. What are the main differences between Chemical affinity, cohesion, adhesion, and gravity?
2. What is an oxide? How are the different oxides divided in regard to their Chemical nature, and what are the compounds called which they form by their combinations?
3. Describe the process of making hydrogen gas from a self-regulating generator, and explain the rationale of the action?
4. What are the different varieties of carbon? How are they obtained, and what are their physical and chemical properties?
5. What are the composition and formula of carbonic oxide? How is it obtained, and what are its properties?
6. How is sulphurous acid prepared, and to what uses is it applied?
7. How is phosphorus manufactured?
8. How are Daguerreotype pictures produced?
9. What is the composition of muriatic acid; how, and from what materials is it prepared?
10. Describe the different parts of an ordinary candle flame, and their properties.

Special Physics.—FIRST YEAR.

- Is there any analogy between animals and plants? if so, state the points, and name the characters which separate them?
- How many classes of elements are there in the animal body? Name them, and state what forms they assume.

3. How many classes of solids are there in the animal body? Name those of each class.
4. How do you divide the fluids of the body? Name those of each class.
5. What is bone, and how can you prove it to be what you say? Give Berzeliuss' analysis of bone.
6. How many sorts of skeletons are there, and how many bones compose the skeleton?
7. Name the points of observation in every vertebra.
8. What is the cause of the curvatures of the spine, and where is the greatest anterior concavity?
9. What is the figure of the thorax, how is it composed; and what are its functions?
10. What is the figure of a rib; what are its points of observation; and how do you divide the ribs?

Special Physics.—SECOND YEAR.

1. Name all the bones of the head: first, those of the cranium; and secondly, those of the face.
2. Give the whole of the special anatomy of the os sphenoides, describing all the points of observation.
3. What is the difference between the frontal sinuses, and the longitudinal and lateral sinuses, and state the use of the former.
4. Name all the parts that form the septum narium.
5. What occupies (in recent head,) the gutters of the ethmoid?
6. Divide the superior extremities anatomically, and state the form and position of the scapula.
7. Where, in the vertebrated plan of structure, do the clavicles disappear, and why?
8. Divide the inferior extremities anatomically, and name all the bones of the tarsus.
9. What is the nature of the joints as they are found in succession in the two extremities; begin with the shoulder above, and the hip below?
10. What is the difference between a hand and a foot, and state if there are any animals in which these organs partake of the characters of each other.

Special Physics.—THIRD YEAR.

1. Name every part of the apparatus of a movable articulation, and state how many sorts of ligaments there are.
2. Describe the special anatomy of the knee joint?
3. Are there any inter-articular funicular ligaments in the human subject, if so, where?
4. Name the layers of the skin according to Gualtier, and state all the functions of the cuticle.
5. Chemically considered, of what does a muscle consist, and how many muscles do we find in man? Does man possess a greater number of these organs than other animals, if not, name one that has more.
6. State the causes of the power of a muscle, and the law derived from them.
7. What muscle flexes the fore-arm, which one raises the arm; what muscles produce a smile?

8. Name all the processes of digestion in the order in which they occur, and give the theory of chymification.
9. Name all the motive powers of the circulation, and state by whom, and when, the circulation was discovered?
10. What determines the nature of the respiratory apparatus in animals, and in what does respiration essentially consist?

Special Physics.—FOURTH YEAR.

1. What is light? give the Cartesian and Newtonian theories, and state which is adopted, and what is the velocity of light?
2. What do you mean by an aplanatic instrument; and is the eye one? if so, show how the aberrations are corrected.
3. Describe the tunics and lenses of the eye, and state what is the nature and use of the coat of Jacob, and where it is placed?
4. What is the great law of refraction, and that of reflexion?
5. What is sound—what is its velocity in air and in water? state how the intensity of aerial undulations may be increased, and give examples.
6. Divide the ear anatomically, and name the organs of each section. How is audition finally effected?
7. To what heads may you reduce the causes that affect the health of man; and of the several atmospheric conditions which is the most injurious; and why?
8. What is your first rule of conduct in all cases of accident or disease; and what the second?
9. Is it of any consequence to know the *name* of a disease; if not, why? For *what* will you always prescribe?
10. Are there any cases in which you would not *wait* for the *result* of your first rule of conduct, but proceed to act at once, and without any delay? If so, name them.

Arithmetic.

- Multiply $7\frac{4}{5}$ of $\frac{5\frac{1}{3}}{7\frac{3}{7}}$ by $(4\frac{1}{2} - 3\frac{1}{4})$.
- Reduce 3 weeks, 4 days, 15 hours, to the fraction of a year of $365\frac{1}{4}$ days.
- Reduce 2 qrs. 14 lbs. 8 oz. to the decimal of a ton.
- Required the sum of 4.56 cwt. and 104.44 lbs.
- How many yards of matting 2.4 feet broad, will cover a floor that is 27.3 feet long and 20.16 feet broad?
- What is the amount of \$850, for 12 years, 2 months and 20 days, at 5 per cent. interest?
- Extract the square root of $96 \times 32 \div 8 \times 24 \times 2 + 14 - 18$.
- What is the cube root of $[(\frac{3}{35} + \frac{1}{14}) \div \frac{2}{11} - \frac{3}{4}] \times \frac{2}{3} - \frac{1}{10}$?

9. The first term of an Arithmetical progression is 6, the last term 600, and the number of terms 100; what is the common difference?
10. The extremes of a geometrical progression are 1 and 65536, and the ratio 4, what is the sum of the series?

Mensuration.

1. What is meant by Practical Geometry?
2. What is the difference between the chord of half the arc, and half the chord of the arc?
3. What is the area of a triangle whose sides are 26, 28, and 30 chains?
4. What is the area of a circle, the circumference of which is 9 and one-fifth yards?
5. Define the Hyperbola.
6. Required the area of an ellipse, whose diameters are 66 and 22 yards.
7. How is the cylinder generated?
8. What is the solidity of a cone, the diameter of whose base is $1\frac{1}{2}$ feet, and its altitude 24 feet?
9. What is the convex surface of a sphere whose diameter is 4 feet?
10. The solidity of a globe is 2000 inches; what is its diameter?

Geometry.

Demonstrate the following propositions:—

1. The greater side of every triangle is opposite to the greater angle; and conversely, the greater angle is opposite to the greater side.
2. In every triangle the sum of the three angles is equal to two right angles.
3. Two equal chords are equally distant from the centre; and of two unequal chords, the less is at the greater distance from the centre.
4. A straight line perpendicular to a radius, at its extremity, is a tangent to the circumference.
5. The line which bisects the vertical angle of a triangle, divides the base into two segments, which are proportional to the adjacent sides.
6. The area of a circle is equal to the product of its circumference by half its radius.
7. If two straight lines be cut by three parallel planes, they will be divided proportionally.
8. In every parallelepipedon the opposite planes are equal and parallel.
9. The solidity of a cone is equal to the area of its base multiplied by a third of its altitude.
10. The sum of the three sides of a spherical triangle is less than the circumference of a great circle.

Plane and Spherical Trigonometry.

1. What is meant by the secant and cosecant of an arc?
2. What is meant by the complement and supplement of an arc?
3. Upon what does the magnitude of an angle depend?
4. Define the several kinds of triangles.

- 5 The angles and one side of any plane triangle being given, how do you find the other sides?
- 6 In the triangle ABC , are given $AB = a$, $AC = b$, $BC = c$, required the angle A .
- 7 What is the difference between the angles of elevation and depression?
- 8 What is meant by an oblique angled spherical triangle?
- 9 What is meant by a spherical angle?
- 10 In the right angled spherical triangle ABC , having the leg $AC = 54$ deg. 43 min., and its adjacent angle $A = 48$ deg., to find the rest by construction.

Surveying and Navigation.

- 1 Define Surveying.
- 2 How do you find the area of a piece of land, when all the bearings and distances are given except one?
- 3 How do you find the area of a triangle, when two sides and their included angle are given?
- 4 What is meant by the variation of the compass?
- 5 What is meant by Levelling?
- 6 What is meant by Navigation?
- 7 Define the different kinds of sailing.
- 8 How do you convert miles into degrees?
- 9 What is meant by the Mariner's compass?
- 10 A ship in a latitude south, sails north by east 6 miles; what latitude is she in, and what is her departure?

Uranography.

- 1 Define the terms: *Ecliptic, Equator, Right Ascension, Declination, Perihelion.*
- 2 Describe the constellations of the *Bull, Lyre, Great Bear, Twins.*
- 3 What stars of the first magnitude are visible now, and how are they situated at nine o'clock in the evening?
- 4 Tell what you know about *Double Stars*, and name some of the most conspicuous.
- 5 Give an account of the Ptolemaic System?
- 6 Give the distances from the Sun, and the periods of revolution, of the six principal planets.
- 7 Name the ten Asteroids; what can you say of their history?
- 8 State Kepler's three Laws.
- 9 What four of the principal planets are now visible early in the evening? What are their telescopic appearances?
- 10 Give the history of Halley's Comet.

Algebra.

- 1 Multiply $7a^3 - 4a^2b - ab^2 + 3b^3$, by $3a^2 - 2a^2b + b^3$, and give a full explanation of the work.
- 2 Verify the result of the first question by division.

3. Simplify the fraction $\frac{b + \frac{b^2 + bx}{b - x}}{b - \frac{b^2 - bx}{b + x}}$
4. Enumerate the various sorts of equations and give examples of each.
5. $\frac{17 - 4x}{4} : \frac{15 + 2x}{3} = 2x :: 5 : 4$. Find the value of x .
6. Give the three rules for elimination.
7. $\frac{1}{3}x - \frac{1}{4}y = 2$, and $\frac{1}{4}x + \frac{1}{2}y = 7$. Find the values of x and y , by either rule.
8. $2x^2 - 3x = 65$; find the values of x , and explain the work.
9. $x^2 + 5\sqrt{x^2 - 16x} = 16x + 300$; find the four values of x .
10. Give the n th power of $(a + x)$ to five terms, and develop $\frac{1}{\sqrt{a^2 + x^2}}$ by the formula.

Analytical Geometry.

1. Explain the method of designating points on a plane, defining the terms used. Give the signification of the positive and negative signs as applied to co-ordinates.
2. What is meant by the Equation of a line? Give the general Equation of a straight line. What does each letter in this Equation denote? Illustrate by a diagram.
3. Find the formulæ for passing from a system of rectangular to a system of oblique co-ordinates, the origin remaining the same.
4. What are Polar co-ordinates? Show by reference to a figure.
5. Define the *Ellipse*, the *Hyperbola*, and the *Parabola*; and give their Equations.
6. Find the Equation of the Parabola.
7. Find the Equation of a line tangent to the Ellipse.
8. What are conjugate diameters? What relation do those of the ellipse bear to its axes?
9. Prove that the tangent to the Parabola makes equal angles with the axis, and with a line drawn from the point of tangency to the focus.
10. What are the Asymptotes of the Hyperbola? What is the Equation of the curve referred to them?

Astronomy.

1. What is *Parallax*, and upon what does it depend? What bodies have no sensible Parallax? What body has the greatest Parallax?
2. What are *Aberration* and *Nutation*? What is the cause of Nutation?
3. Define the different kinds of *Time*.

Give the rule for converting Sidereal into mean solar time.

Find the mean time of the transit of Arcturus over our Meridian this evening, from the following data:

	<i>h.</i>	<i>m.</i>	<i>s.</i>
{ Sid. time of Greenwich m. noon,	4	18	44.3
{ R. A. of Arcturus,	14	8	50.7

Describe the *Transit Instrument* and its principal errors.

Give a detailed explanation of the method of determining the time from an observed altitude of a star.

How may the effect of the errors of the sextant be eliminated from the result obtained by this process? Why?

Enumerate the various methods of finding the *longitude* of a place.

Explain the theory of the tides.

Book-Keeping by Double Entry.

When payment be made by check on Bank, how, and in what order is it to be entered in the several books? Illustrate the entry for each book by an example. When an invoice of goods be received on consignment; is the party for whose account the goods are to be sold, credited by you for the cost or value of the same at the time they are received? Give your reasons for it.

Make an example and give the full form of an invoice for goods shipped by you to Halifax, N. S., and consigned to R. Wallace there, to be sold for his, Edward Morgan's, (N. Y.,) and your equal joint account.

Give the Day Book entries of the several parties interested in the above shipment.

What books operate as a check upon the cash book, and how?

How are Notes and Drafts, deposited in Bank for collection, to be entered?

Make an example and show in what form an "account sales" is to be rendered.

Give the equation, or the averaging of the account sales.

What will be the closing entry for the *after charges*, and your commission on the sales, and for the net proceeds due the consignor.

How must a set of books be conducted, if the journal be dispensed with?

COMMENCEMENTS.

Closing Exercises of the Twenty-third Term.

The Public Examination was held on Tuesday and Wednesday, the 19th and 20th of February, 1850, and continued each of those days from 9 A. M. to 4 P. M.

The Semi-Annual Commencement was held at the Music Fund Hall, on Thursday the 21st of February. The exercises were introduced by an Address from N. Nathans, Esq., Chairman of the High School Committee. Orationes were spoken by John W. Lever, J. J. Woodward, Alfred Shoch, Charles V. Beresford, Benjamin U. Keyser, William M. Singerly. The Honorary Oration was by Albert L. Gihon, the Valedictory Oration by Samuel B. Dalrymple, both of the graduating class and the Alumni Address by B. Rush Souder, A. M., of the class of July, 1844.

The following students were distinguished:—

DIVISION A.—Albert L. Gihon, John W. Lever, Samuel B. Dalrymple, Alfred Shock, Benjamin U. Keyser, J. J. Woodward.

DIVISION B.—Lewis Tees, Francis W. Newland, William Greer, John T. Greble, James F. Magee, William B. Rogers, John C. File.

DIVISION C.—Richard W. Dorphley.

DIVISION D.—Samuel S. Fisher, Richard B. Wize, Henry Pleasants.

DIVISION E.—George J. Riché, James T. Mitchell, Nathaniel C. Freeman, Joseph S. Kennard, Francis R. Stockton, Lambert W. Rowan, Charles W. Colladay.

DIVISION F.—George Stuart, Samuel G. Scott, Alexander I. Jones, James M. McCalla, Edward N. Bailey, George Wolf.

DIVISION G.—Andrew T. Goodman, Wm. H. Reese, Francis W. Tustin, Theodore A. Demmé, John R. Hall, F. Bartle Converse, Henry E. Hayward, Henry A. Rogers, William

McK. Gallagher, Wm. J. Palmer, Theodore D. Emory, George Ex, Alexander P. Colesberry.

DIVISION H.—Wm. Wells, James B. Fisher, Evan W. Thomas, John C. White.

Public Testimonials were awarded as follows:—

Students who have completed the Two Years' Course.—Charles Thompson, John M. Taylor, John L. Curry, Henry C. Stevens, David W. Brown, Thomas A. Gummey, James Martien, Edwin S. Wills, John S. Stevens, Samuel Benner, Henry R. Gummey, William Pool, Samuel G. Moore, Henry Herbert, George L. Dougherty, William Cousland, Thomas E. Zell, John Ine, Charles H. Lyon, Cipriano Canedo.

Students who have completed Two and a Half Years' of the Course.—Enoch W. C. Green, James Todd, George G. Howell, John A. Bancroft, Thomas Haig, William N. Hughes, John C. Umsted, Charles A. Denny, Jacob E. Bowers, Alfred Berger, Daniel G. Mallery.

Students who have completed Three Years' of the Course.—William Tardif, Joseph R. Carpenter, John L. Culin, William Colladay, Abraham Stewart, John Bradley.

Students who have completed Three Years' and a Half of the Course.—Joseph P. Johnson, Malcolm M. Coppuck, Samuel C. Bott, Francis H. Jackson, Charles Ash, John J. McElhone, William Greer, Theodore A. Sloanaker, Dennis F. Murphy, John L. Keys.

The Degree of Bachelor of Arts was conferred upon the following students, who had completed satisfactorily the whole Four Years' Course:—

B. A.—Albert L. Gihon, Samuel B. Dalrymple, John W. Iver, J. J. Woodward, Alfred Shoch, William H. Thompson, Charles W. Beresford, Benjamin U. Keyser, George M. Rex, Albert Hergesheimer, David Beitler, Samuel H. Carpenter, William M. Singerly, William B. Atkinson, James T. Spioull, Theodore P. Wiltberger, Isaac Gerhart, Joseph W. Jones.

The wording of the Bachelor's Degree is as follows:—

“The Controllers of the Public Schools of the First School District of Pennsylvania, by authority of the Commonwealth, granted April 9, 1849, have this day conferred the degree of *Bachelor of Arts* upon A—— B——, a student of the Central High School of Philadelphia, in consideration of his unblemished character, and of his having completed satisfactorily the full four years' course of study prescribed in the institution. In testimony whereof, this Diploma has been granted, duly attested by the corporate seal of the Controllers, and by the signatures of the President and other officers of the Board, and of the Principal and Professors of the School.”

In conferring the degree of Master of Arts, the Controllers determined to give to the Alumni of the High School a probation of *five* years from the time of their graduation, instead of the usual one of three years.

In making the selection from the graduates of five years' standing, reference was had, first of all, to moral character. The possession of an unblemished character is not of itself a valid claim to academic distinction. At the same time, the want of such a character, it was thought, should operate as a bar to the distinction proposed.

In regard to the more positive qualifications for the honor, there is necessarily room for some difference of opinion. It was proposed, on the one hand, to make the distinction real and valuable, by carefully limiting its use, and on the other hand, to limit it as not to exclude the really meritorious. While therefore, unusual discrimination has been employed in regard to the persons selected for the honor, more than usual liberality has been exercised in regard to the occupations in which it may be won. It has, in fact, been considered open to all, who may have engaged with marked success in any liberal pursuit. It has not been easy, in all cases, clearly to define what constitutes a liberal pursuit. But a few general considerations served to remove a part of the difficulty, and seemed to give an approximation, at least, to a correct result.

The common practice of Collegiate institutions seemed to authorize, without further question, the conferring of the degree upon such of the Alumni of the High School, as have been admitted to any of the learned professions; that is to say, upon those who have studied Law, Divinity, or Medicine, and have been admitted by public diploma to practice in these professions. The same is true of such as have devoted themselves to science or literature, or have become favorably known by their writings; also, of such as are Professors in Colleges, or are eminent as Teachers in the Public Schools of the Commonwealth.

The mechanic arts are nearly allied to science. They give scope also to an infinite diversity of talent and character. A young man without the ambition to excel, or any effort to employ intelligently in his trade the liberal education which he has received, is certainly not entitled to special honor. On the other hand, such honor could hardly be bestowed more appropriately than upon one who should apply successfully the principles of science to the mechanic arts, especially if, in order to excellence in his own particular calling, he should maintain a course of reading and study, in relation to it, or should employ his powers in the invention of new and improved modes of applying human industry. Men of this description, and on this ground, are admitted to the honors of the most exclusive of all our institutions, the American Philosophical Society. Such of the graduates of the High School as have been employed with marked success in Civil Engineering, in the United States Coast Survey, upon rail-roads, in foundries, and large machine shops, are as fully entitled to the honors of the Institution as any whom it has trained.

Commercial life does not ordinarily entitle to academic honors. At the same time, it is by no means incompatible with just claims to such a distinction. A young man engaged in trade, if he be otherwise qualified for the business, will rise more rapidly than having the foundation of a liberal education. If, in order to such success, he maintains a course of reading on the principles of trade, and studies to make himself, in connection with his business, a man of general information and enlarged views, his

pursuits are liberal, and entitle him to rank as such. He always does thus rank in the common estimation of mankind; and the action of the Board in all this matter is, not so much to create, as publicly to recognise, a distinction really already achieved. Among the graduates of the High School, there are not as yet many of this class entitled to the distinction in question. At the same time, there are some whose claims could not be passed over without manifest injustice.

Such are the general considerations on which the selection was made. It was limited, in the first instance, to the five classes first admitted to the school. From these classes thirty-one were selected, who seemed entitled to the distinction on some one or more of the grounds that have been named. In selecting only these thirty-one, it should be distinctly understood that others, belonging to these same classes, are not thereby excluded from receiving the degree hereafter, should their claims become more apparent, or should they hereafter, by a devotion to liberal pursuits, create such a claim. In consequence of the novelty of the case, the Controllers have thought it best to be particularly careful on the present occasion, and to err, if at all, on the side of exclusiveness. Such errors are capable of an easy remedy.

The wording of the Master's Degree was as follows:—

“The Controllers of the Public Schools of the First School District of Pennsylvania, by authority of the Commonwealth, granted April 9, 1849, have this day conferred the degree of *Master Arts* upon A—— B——, a graduate of the class of July, 18— of the Central High School of Philadelphia, in consideration of his maintaining an unblemished reputation, and of his continued devotion to liberal pursuits since the time of his graduation. In testimony whereof, this diploma has been granted, duly attested by the Corporate Seal of the Controllers, and by the signature of the President and other officers of the Board, and by the Principal and Professors of the School.”

This degree was conferred upon the following thirty-one. The numbers in the several classes, and the occupations of those selected, are given, in this instance, to show how far the principles suggested in the foregoing remarks have been carried out in practice.

I. Of the Class admitted October, 1838, consisting originally Sixty-three Students.—James A. Kirkpatrick, Philadelphia, Professor in the High School, A. M., from the College of New Jersey. J. G. McCollin, Philadelphia, Note Clerk in the Bank of Pennsylvania. William J. McElroy, Philadelphia, Conveyancer and Student of Law. Charles Bowman, Philadelphia, Principal of Cohocksink Public School. Edward H. Watson, Philadelphia, Physician, M. D., from the Jefferson Medical College. James Toy, Philadelphia, Merchant. Rufus Chadwick, Chicago, Superintendent of the Western Telegraph. J. Vaughan Merrick, Philadelphia, Machinist. G. Harding, Philadelphia.

II. Of the Class admitted January, 1839, consisting originally of Sixty Students.—Zephaniah Hopper, Philadelphia, Principal of the Jefferson Public School. Charles M. Leslie, Philadelphia, Conveyancer and Student of Law. Joseph Ruth, California, Assistant in the United States Coast Survey. Samuel Godshall, Nashville, Merchant. George S. McMurtrie, California, Civil Engineer. Alexander C. Wilson, Belvidere, N. J., Attorney and Attorney at Law. B. Howard Rand, Philadelphia, Physician, M. D., from the Jefferson Medical College. Charles Rand, Philadelphia, Druggist, Philadelphia College of Pharmacy.

III. Of the Class admitted January, 1840, consisting originally of Fifty-eight Students.—William H. Hunter, Philadelphia, Principal of the Roxborough Public School. Elvin K. Smith, Philadelphia, Student of Theology, and late Assistant in the High School. Lewis L. Houpt, Harrisburg, Engineer on the Pennsylvania Rail-road. William W. Warr, Philadelphia, Merchant.

IV. Of the Class admitted July, 1840, consisting originally of Fifty-five Students.—John C. Keffer, Philadelphia, Clerk in the

Delaware Mutual Insurance Company. B. Bush Souder, Philadelphia, Merchant. Daniel Strock, Philadelphia, Author, and an Assistant in the High School. Alexander Kirkpatrick, Philadelphia, Clerk in the American Sunday School Union.

V. *Of the Class admitted January, 1841, consisting originally of Forty-nine Students.*—James Lynd, Philadelphia, Attorney at Law, A. M., from the College of New Jersey. James Hewston, Washington, Assistant in the United States Coast Survey. George Hewston, Philadelphia, Student of Medicine, late a Teacher in the Public Schools. Charles S. Lincoln, Philadelphia, Attorney at Law. John M. Vanderveer, Philadelphia, Attorney at Law. James H. Randall, Philadelphia, Attorney at Law.

Closing Exercises of the Twenty-fourth Term.

The Public Examination was held on Friday, Monday and Tuesday, the 12th, 15th, and 16th of July, and continued each day from 8 A. M. to 4 P. M.

The Commencement was held at the Musical Fund Hall, on Thursday, July 18th. Orations were delivered by William B. Rogers, James H. Parsons, George Shinn, Robert C. Coates, James M. Longacre, William Vogdes, and Abraham Sink. The Honorary Oration was by Lewis Tees, and the Valedictory Oration by George H. Burns, both of the graduating class, and the Alumni Address by Elvin K. Smith, A. M., of the class of December, 1843.

The following students were announced as having distinguished themselves during the term:—

DIVISION A.—Lewis Tees, James F. Magee, John T. Greb, William B. Rogers, George H. Burns, John C. File, Francis V. Newland.

DIVISION B.—Samuel S. Fisher, Richard G. Cooper, Theodore A. Coult, Frederick Kerlin.

DIVISION C.—Richard B. Wize, Henry Pleasants, George Riché, Edwin Hergeshiemer.

DIVISION D.—Nathaniel C. Freeman, Francis R. Stockton, George Stuart.

DIVISION E.—Samuel G. Scott, Alexander H. Jones, Joseph H. Sever, Charles S. West.

DIVISION F.—William H. Reese, Theodore A. Demme, T. Ballett Converse.

DIVISION G.—John C. White, Wm. Wells, Evan W. Thomas, James B. Fisher, James G. Whiteman, Thomas B. Twaddell, Edwin M. Walmsley.

DIVISION H.—Samuel D. Blythe, James F. Shunk, Fletcher Cly.—Total 34.

The following students received *Testimonials* of having completed two or more years of the course of study:—

Jacob S. Hess, Joseph F. Smith, Thomas J. Carlisle, John W. Tees, Byron Leidy, Curtis J. Nice, Joseph M. Douglass, Samuel Hufty, William Longstreth, Albert T. Rowand, Andrew R. Chambers, Joseph Cowperthwait, J. J. N. Douglass, George V. Ettenger, John S. Faries, James Jackson, Walter Kirk, Hugh C. Kennedy, Henry B. Veron, Elihu D. Tarr, Joseph B. Walker.—Total 21.

The Degree of *Bachelor of Arts* was conferred upon the following students, members of the Graduating Class:—

Lewis Tees, William B. Rogers, Francis W. Newland, James Magee, George H. Burns, John T. Greble, John C. File, James H. Simmons, John R. Stevenson, William F. Reed, James Parsons, George Shinn, Robert C. Coane, James M. Lonate, Edwin F. Koehler, Timothy A. Brynes, William Vogdes, Abraham Sink, Thomas B. Reeves, Thomas K. Walker, Henry Vainwright, William R. Baker, James G. Barnwell, James Allen.—Total 24.

The Degree of *Master of Arts* was conferred upon the following gentlemen, graduates of five years standing:—

John Torrey, Samuel L. Costill, John S. Watson, Stephen N. Wislow, Henry Gerhart, Henry S. Hagert, John G. Smith, George F. Wiggan, Douglass Lingo, Thomas C. English, George Aidson, Andrew Mason, James S. Lawson, Joseph H. Hedges, John Murphy, Philip C. Hartmann, Richard J. Levis, John J. Tris.—Total 18.

NUMBERS.

The tables which follow show the numbers belonging to the school during the last year, also a summary of the same for the previous years, and several other particulars in regard to the relative size of the different classes, the times of leaving &c., of which it has been deemed important to keep a permanent record. It will be seen that during the last four years the number belonging to the school has averaged about 500, which is considered as our maximum. The whole number received into the school since its commencement is 2,130. An analysis of the table, giving the times of leaving, will show that the students have remained, on an average, rather more than two years. The whole number educated in the school is 1,645. The average number leaving annually, and entering upon the active duties of life, is 225. When it is recollected that the vast majority of this number settle in our midst, that they are to be found in every walk of honourable enterprise, professional, mercantile, and mechanical, and that from the character of the education which they have received, they will naturally occupy positions of greater influence than others who have had less favourable advantages,* it is difficult to over-estimate their growing importance as a body. There are certainly not less than thirteen hundred of these young men now engaged in active life in the city of Philadelphia, at ages varying from fifteen to twenty-seven. Such is the character which they have acquired among the citizens for successful attention to whatever they undertake that not a week passes without my receiving one or more applications for High School Alumni. All these young men are bound together by a tie of affection for the public schools, and particularly for the High School, the strength of which is even more than

* An instance or two will illustrate my meaning. An alumnus of the High School was apprenticed to the largest printing establishment in Philadelphia. Commencing as reader and errand boy, he worked his way up so rapidly, that before attaining his majority, and while yet nearly two years of his apprenticeship were unexpired, he actually became foreman in the office. Two others of our Alumni, not yet eighteen, have distanced the oldest professional reporters in Washington where they are regularly employed in reporting the proceedings of Congress for the Union and the Intelligencer.

portionate to the benefit they have received. I have been surprised at the liveliness and fervor of the interest which have shown towards their Alma Mater. A large part of them, all who were in the school as long as two years, are united in a general society, known as "The Alumni Association," numbering now between five and six hundred. Besides these there are smaller associations, meeting weekly as literary or debating societies, for the purpose of following up the intellectual culture which they commenced at school. The oldest of these, the "Otis Institute," was formed April 3, 1841, and numbered over one hundred members. The "Bache Institute" was formed in October, 1848, and also contains more than one hundred members. The "Hart Institute" was formed in July, 1850, and contains about sixty members. These societies differ from the ordinary literary societies in Colleges, inasmuch as they do not consist of the undergraduates, but are made up entirely of those who have left school. They discuss literary and scientific subjects, prepare essays and lectures, appoint committees to report on questions of science or art submitted by members, and receive communications on these subjects from such of their members as have removed to other parts of the country.

Table showing the Numbers that belonged at the beginning of the 23d and 24th terms, the Classes to which they belonged, the Numbers that left during those terms, or at the close, and the Classes from which they left.

CLASSES.	A	B	C	D	E	F	G	H	TOTAL.
<i>Whole Number at the beginning of the Term, August 27th, 1849.</i>	22	27	30	36	54	74	130	138	511
<i>Left, during the Term, or at the Close.</i>	21	4	8	4	18	8	12	12	87
<i>Whole Number at the beginning of the Term, February 22d, 1850.</i>	24	13	36	32	3	108	111	132	519
<i>Left, during the Term, or at the Close.</i>	24	1	3	7	16	20	19	29	119

A Table showing the Number belonging to the School at the beginning of the several Terms, and the Classes to which they belonged.

TERMS BEGINNING		1st Year.		2d Year.		3d Year.		4th Year.		WHOLE
		H	G	F	E	D	C	B	A	
1	Oct., 1838,	63								3
2	Jan., 1839,	60	63							13
3	Sept., 1839,	*—	53	48						11
4	Jan., 1840,	58	—	49	40					17
5	Sept., 1840,	75	71	—	†—	53				10
6	Jan., 1841,	72	55	57	—	—	46			20
7	Sept., 1841,	66	57	46	44	—	—	33		23
8	Jan., 1842,	78	63	54	42	43	—	—	27	37
9	Sept., 1842,	92	73	59	44	30	34	—	—	33
10	Jan., 1843,	91	79	64	49	33	24	25	—	33
11	Sept., 1843,	89	75	62	56	36	23	20	22	33
12	Jan., 1844,	115	78	59	49	32	29	19	18	33
13	Sept., 1844,	98	99	56	46	31	23	22	14	33
14	Feb., 1845,	94	86	73	48	26	24	22	18	33
15	Sept., 1845,	115	94	65	54	21	19	22	18	40
16	Feb., 1846,	113	94	86	49	30	15	12	20	43
17	Sept., 1846,	127	83	85	70	37	25	14	11	43
18	Feb., 1847,	105	118	76	76	38	25	23	14	47
19	Sept., 1847,	112	99	107	66	49	33	18	21	50
20	Feb., 1848,	124	93	79	83	43	42	21	17	50
21	Sept., 1848,	129	106	77	65	47	29	34	18	50
22	Feb., 1849,	151	97	72	57	37	33	26	30	50
23	Aug., 1849,	138	130	74	54	36	30	27	22	51
24	Feb., 1850,	132	111	108	63	32	36	13	24	51
25	Sept., 1850,	115	84	108	68	37	31	24	18	48

* No class was admitted at the beginning of the Third Term.

† The Second Class was disbanded at this time, part being put forward into the class above, and part back into the class below.

Table showing the gradual diminution of the several Classes from the time of their Admission, to the time of their Graduation.

TIME OF ADMISSION.	1st Year.		2d Year.		3d Year.		4th Year.		TIME OF GRADUATION.
	H	G	F	E	D	C	B	A	
October, 1838, - -	63	62	48	40	53	46	33	27	July, 1842.
January, 1839, - -	60	53	49	*	—	—	—	—	—
†	—	—	—	—	—	—	—	—	—
January, 1840, - -	58	71	57	44	43	34	25	22	Jan., 1844.
July, 1840, - -	75	55	46	42	30	24	20	18	July, 1844.
January, 1841, - -	72	57	54	44	43	23	19	14	Feb., 1845.
July, 1841, - -	66	63	59	49	36	29	22	18	July, 1845.
January, 1842, - -	78	73	64	56	32	23	22	18	Feb., 1846.
July, 1842, - -	92	79	62	49	31	24	22	20	July, 1846.
January, 1843, - -	91	75	59	46	26	19	12	11	Feb., 1847.
July, 1843, - -	89	78	56	48	21	15	14	14	July, 1847.
January, 1844, - -	115	99	73	54	30	25	23	21	Feb., 1848.
July, 1844, - -	98	86	65	49	37	25	18	17	July, 1848.
Feb'y, 1845, - -	94	94	86	70	38	33	21	18	Feb., 1849.
July, 1845, - -	115	94	85	76	49	42	34	30	July, 1849.
Feb'y, 1846, - -	113	83	76	66	43	29	26	22	Feb., 1850.
July, 1846, - -	127	118	107	83	47	33	27	24	July, 1850.
Feb'y, 1847, - -	105	99	79	65	37	30	13	18	Feb., 1851.
July, 1847, - -	112	93	77	57	36	36	24		July, 1851.
Feb'y, 1848, - -	124	106	72	54	32	31			Feb., 1852.
July, 1848, - -	129	97	74	63	37				July, 1852.
Feb'y, 1849, - -	151	130	108	68					Feb., 1853.
July, 1849, - -	138	111	108						July, 1853.
Feb'y, 1850, - -	132	84							Feb., 1854.
July, 1850, - -	115								July, 1854.

No class admitted the Third Term.

The second class was disbanded, part being put forward into the first class, and put back into the class next below.

A TABLE showing the Numbers that have left during, or at the close of, the several Terms, and the classes from which they have left.

	1st Year.		2d Year.		3d Year.		4th Year.		
	H	G	F	E	D	C	B	A	
1st Term,	0								0
2d "	7	15							22
3d "	—	4	8						22
4th "	1	—	7	5					38
5th "	4	7	—	—	7				38
6th "	5	9	13	—	—	13			100
7th "	3	3	4	1	—	—	6		100
8th "	3	6	6	5	9	—	—	27	100
9th "	4	5	6	11	6	9	—	—	100
10th "	5	10	7	13	10	4	3	—	100
11th "	6	16	13	24	7	4	2	22	100
12th "	5	19	13	18	9	7	5	18	100
13th "	9	26	8	20	7	1	4	14	100
14th "	6	15	16	27	7	2	4	18	100
15th "	8	18	16	24	6	7	2	18	100
16th "	7	13	16	12	5	1	1	20	100
17th "	5	7	9	32	12	2	0	11	100
18th "	7	9	8	22	10	5	1	14	100
19th "	9	22	22	21	8	11	1	21	100
20th "	12	16	10	37	12	7	3	17	100
21st "	20	19	17	28	13	3	3	18	100
22d "	23	18	11	18	7	6	3	31	100
23d "	12	12	8	18	4	8	4	21	100
24th "	29	19	20	16	7	3	1	24	100
Totals,	190	288	238	352	146	94	43	294	164

EXPENSE.

in preparing the general report in 1846, already referred to, discussed with some care the subject of expense. It was a subject, which, at that time, seemed particularly to need examination, as very inaccurate and vague notions upon this point prevailed abroad, without any means readily accessible for correcting the error. The facts of the case were collected and presented in a series of tables, accompanied with some examination of their bearing upon the points at issue between the friends and the opponents of the present system of public schools. The case is considered now as so definitely settled that no re-examination is necessary, or is proposed. Still, it seems desirable that the series of tables, then commenced, should be completed, and brought forward to the present date. The facts which they present have been collected from the printed Reports of the Controllors, from their Minutes, and, in some cases, from the Day Books of the County Commissioners. For a more particular specification of the manner in which these tables have been made, I refer to the former Report, and particularly to pages 113, 114. With these remarks, I submit the tables as brought forward to the present time.

There are several other topics on which it was my purpose to present, in a condensed form, the facts which have been recorded at the School. The present Report, however, has already extended so much beyond its usual limits, that I shall reserve what I had prepared on these heads for some future occasion. Among the topics referred to are the Examination of Teachers, the Saturday Classes of Teachers, the Distance of the students from the High School, and the rate of Attendance. I will only remark in regard to the last two points, that the average distance which our students come is a little more than a mile and a half, and the average rate of attendance for the last five years has been a small fraction over ninety-seven per cent. of the whole number belonging.

Respectfully submitted.

JOHN S. HART, *Principal*.

A general Abstract of all the Expenditures for the First School, from its first establishment to the present time.

TERMS ENDING	Amount expended for Real Estate and School Furniture.	Amount expended for all other purposes.	Total Amount expended.	Total Annual Expenses since the buildings have been completed
1 January, 1839, - -	*\$53,878 77	\$ 1,733 34	\$55,612 11	
2 July, 1839, - -	† 2,517 59	5,975 14	6,992 74	
3 January, 1840, - -	2,517 60	4,975 15	6,692 74	
4 July, 1840, - -	‡ 6,164 59	5,750 38	11,914 97	
5 January, 1841, - -	‡ 6,164 60	5,750 39	11,914 99	
6 July, 1841, - -	1,008 41	7,310 01	8,318 42	
7 January, 1842, - -	1,008 42	7,310 01	8,318 43	
8 July, 1842, - -	292 34	7,508 80	7,801 14	\$16,117
9 January, 1843, - -	292 34	7,508 80	7,801 14	15,609
10 July, 1843, - -	292 35	7,508 80	7,801 15	
11 January, 1844, - -	211 55	6,357 56	6,569 11	13,138
12 July, 1844, - -	211 55	6,357 56	6,569 11	13,138
13 January, 1845, - -	¶ 565 17	6,296 36	6,861 53	13,720
14 July, 1845, - -	¶ 565 17	6,296 37	6,861 54	13,720
15 January, 1846, - -	294 59	6,377 74	6,672 33	13,347
16 July, 1846, - -	294 60	6,377 74	6,672 34	14,070
17 February, 1847, - -	398 25	6,637 19	7,035 44	15,628
18 July, 1847, - -	398 26	6,637 20	7,035 46	14,960
19 February, 1848, - -	381 60	7,432 87	7,814 47	15,628
20 July, 1848, - -	381 60	7,432 87	7,814 47	14,960
21 February, 1849, - -	246 27	7,234 16	7,480 43	15,600
22 July, 1849, - -	246 28	7,234 16	7,480 44	
23 February, 1850, - -	226 51	7,573 67	7,800 18	
24 July, 1850, - -	226 52	7,573 67	7 800 19	

* Including all that had been expended before the opening of the School in the purchase of the lot, and the erection of the main building.

† The expenses of one term, or half year, are obtained by dividing into two equal parts the annual expenses stated in the Controllers' Reports.

‡ Erection of the north and south wings.

¶ Mounting the Transit Instrument and building new stair case.

aggregate Amount invested in the High School in Real estate and School Furniture at the end of the several Terms, and the semi-annual interest on the same at five per cent. per annum.

TERMS ENDING	Amount expended during the Term in Real Estate and School Furniture	* Aggregate invested at the close of the Term.	Semi annual interest on the aggregate invested, at five per cent. per annum.
January, 1839,	\$53,878 77	\$53,878 77	\$1,346 96
July, 1839,	2,517 59	56,396 36	1,409 91
January, 1840,	2,517 60	58,913 96	1,472 85
July, 1840,	6,164 59	65,078 55	1,626 95
January, 1841,	6,164 60	71,243 15	1,781 07
July, 1841,	1,008 41	72,251 56	1,806 29
January, 1842,	1,008 42	73,259 98	1,831 49
July, 1842,	292 34	73,552 32	1,838 80
January, 1843,	292 34	73,844 66	1,846 10
July, 1843,	292 35	74,137 01	1,853 37
January, 1844,	211 55	74,348 56	1,858 71
July, 1844,	211 55	74,560 11	1,864 00
January, 1845,	565 17	75,125 28	1,878 63
July, 1845,	565 17	75,690 43	1,892 27
January, 1846,	294 59	75,985 02	1,899 62
July, 1846,	294 60	76,279 62	1,906 98
Feb'ry, 1847,	398 25	76,677 87	1,916 95
July, 1847,	398 26	77,076 13	1,926 90
Feb'ry, 1848,	381 60	77,457 73	1,936 44
July, 1848,	381 60	77,839 33	1,945 98
Feb'ry, 1849,	246 27	78,085 60	1,952 14
July, 1849,	246 28	78,331 87	1,958 30
Feb'ry, 1850,	226 51	78,558 38	1,963 96
July, 1850,	226 52	78,784 90	1,969 60

Obtained by adding the amount expended for this purpose each Term, to all that been expended previously.

Total Amount chargeable to the High School each Term, since its organization, October, 1838.

	TERMS ENDING	Amount expended for all purposes except Real Estate and School Furniture.	Semi-annual interest on the aggregate of money invested in real estate and School Furniture.	Total Amount chargeable to each Term, including interest on permanent investment.
1	January, 1839,	\$1,733 34	\$1,346 96	\$3,080 90
2	July, 1839,	4,975 14	1,409 91	6,385 05
3	January, 1840,	4,975 15	1,472 85	6,448 00
4	July, 1840,	5,750 38	1,626 95	7,377 33
5	January, 1841,	5,750 39	1,781 07	7,531 46
6	July, 1841,	7,310 01	1,806 29	9,116 30
7	January, 1842,	7,310 01	1,831 49	9,141 50
8	July, 1842,	7,508 80	1,838 80	9,347 60
9	January, 1843,	7,508 80	1,846 10	9,354 90
10	July, 1843,	7,508 80	1,853 37	9,362 17
11	January, 1844,	6,357 56	1,858 71	8,216 27
12	July, 1844,	6,357 56	1,864 00	8,221 56
13	January, 1845,	6,296 36	1,878 63	8,174 99
14	July, 1845,	6,296 37	1,892 27	8,188 64
15	January, 1846,	6,377 74	1,899 62	8,277 36
16	July, 1846,	6,377 74	1,906 98	8,284 72
17	Feb'ry, 1847,	6,637 19	1,916 95	8,554 14
18	July, 1847,	6,637 20	1,926 90	8,564 10
19	Feb'ry, 1848,	7,432 87	1,936 44	9,369 31
20	July, 1848,	7,432 87	1,945 98	9,378 85
21	Feb'ry, 1849,	7,234 16	1,952 14	9,186 30
22	July, 1849,	7,234 16	1,958 30	9,192 46
23	Feb'ry, 1850,	7,573 67	1,963 96	9,537 63
24	July, 1850,	7,573 67	1,969 60	9,543 23

Average Cost of Tuition, per Term, in the High School, during the several Terms.

TERMS ENDING	No. of Pupils.	Total Expense, including Interest on Real Estate and School Furniture.	Total, excluding Interest, &c., but including every other expense.	Average cost per Term, including interest, &c.	Average cost per Term, excluding interest.
January, 1839,	63	\$3,080 30	\$1,733 34	*\$97 78	*\$55 02
July, 1839,	123	6,385 05	4,975 14	51 91	40 44
January, 1840,	101	6,448 00	4,975 15	63 21	48 77
July, 1840,	147	7,377 33	5,750 38	49 84	38 85
January, 1841,	199	7,531 45	5,750 39	37 84	28 89
July, 1841,	230	9,116 30	7,310 01	39 61	31 78
January, 1842,	246	9,141 50	7,310 01	37 12	29 71
July, 1842,	307	9,347 60	7,508 80	30 44	24 45
January, 1843,	332	9,354 90	7,508 80	28 26	22 61
July, 1843,	365	9,362 17	7,508 80	25 67	20 57
January, 1844,	383	8,216 27	6,357 56	24 06	16 60
July, 1844,	393	8,221 56	6,357 56	20 92	16 17
January, 1845,	389	8,174 99	6,296 36	21 01	16 18
July, 1845,	391	8,188 64	6,296 37	20 94	16 10
January, 1846,	408	8,277 36	6,377 74	20 34	15 69
July, 1846,	419	8,284 72	6,377 74	19 77	15 22
February, 1847,	452	8,554 14	6,637 19	18 92	14 68
July, 1847,	475	8,564 10	6,637 20	18 02	13 97
February, 1848,	505	9,369 31	7,432 87	18 54	14 71
July, 1848,	503	9,378 85	7,432 87	18 64	14 77
February, 1849,	505	9,186 30	7,234 16	18 19	14 32
July, 1849,	503	9,192 46	7,234 16	18 26	14 38
February, 1850,	511	9,537 63	7,573 67	18 66	14 82
July, 1850,	519	9,543 27	7,573 67	18 38	14 59

A period of only $2\frac{1}{2}$ months, or one *half* term. As the object is to obtain the average cost for a *whole* term, the actual averages in this case (\$41 89—\$27 51) are led.

A general Abstract of all the Expenditures of the City and County of Philadelphia, for School Purposes, from 1818 to July 1850

	YEARS.	Amount expended for Real Estate and School Furniture.	Amount expended for Salaries of Teachers.	Amount expended for all other pur- poses.	Total Amount Ex- pended.
1	1818,	\$17,967 10	\$4,583 10	†\$1,158 61	\$23,708
2	1819,	22,416 29	9,035 46	‡ 1,627 36	33,079
3	1820,	10,745 28	10,471 46	‡ 3,631 93	24,848
4	1821,	5,049 51	10,457 43	3,914 82	19,421
5	1822,	1,332 68	11,962 72	2,148 89	15,444
6	1823,	236 24	11,642 71	3,917 03	16,795
7	1824,	8,399 38	12,984 27	4,215 74	25,599
8	1825,	4,856 99	13,126 95	5,034 39	23,018
9	1826,	352 47	13,702 25	6,644 44	20,699
10	1827,	5,742 17	14,606 75	9,166 09	29,515
11	1828,	6,541 51	14,910 40	8,722 04	30,173
12	1829,	9,110 85	15,601 51	9,044 42	33,756
13	1830,	5,374 43	16,400 25	10,326 07	32,100
14	1831,	312 10	17,378 54	9,904 51	27,595
15	1832,	23,090 07	17,784 36	12,167 67	53,042
16	1833,	40,918 51	20,947 25	12,304 65	74,170
17	1834,	12,307 44	23,025 50	20,449 51	55,782
18	1835,	1,561 27	22,720 25	22,625 29	46,906
19	1836,	23,787 42	29,155 50	22,074 24	75,017
20	1837,	113,909 91	46,686 94	31,043 36	191,640
21	1838,	82,752 70	58,511 30	47,477 91	188,741
22	1839,	27,487 22	74,472 84	46,789 38	147,749
23	1840,	41,797 04	92,534 25	39,956 14	174,287
24	1841,	56,922 72	110,250 00	49,207 78	216,380
*25	1843,	84,669 16	239,993 11	49,219 41	373,881
26	1844,	18,513 60	139,705 00	61,517 96	219,736
27	1845,	21,105 67	145,749 14	60,350 61	227,205
28	1846,	31,266 78	154,363 75	61,787 81	247,418
29	1847,	45,319 45	150,371 53	76,740 56	272,431
30	1848,	39,432 82	161,485 32	84,413 46	285,331
31	1849,	14,253 02	167,147 93	89,475 06	270,876
32	1850,	56,222 53	178,325 84	97,884 84	332,433

* The 25th Report includes a period of 1½ years.

† Including \$658 96 expended in the outer sections.

‡ The Controllers' Reports for 1819 and 1820, contain no statement of the amount expended those years in the outer sections. The omission has been supplied by an examination of the Journal of the County Commissioners. The amount expended was, in 1819, \$758 10; and in 1820, \$2,671 46.

AGGREGATE amount invested by the County in Real Estate and School Furniture at the end of the several years, and the annual interest on the same at 5 per cent.

YEARS ENDING	Amount expended in Real Estate and School Furniture.	* Aggregate invested at the close of each year.	Annual interest on the aggregate invested, at five per cent.
Dec. 31st, 1818,	\$17,967 10	\$17,967 10	\$ 898 35
" 1819,	22,416 29	40,383 39	2,019 17
" 1820,	10,745 28	51,128 67	2,556 43
" 1821,	5,049 51	56,178 18	2,808 91
" 1822,	1,332 68	57,510 86	2,875 54
" 1823,	236 24	57,747 10	2,887 36
" 1824,	8,399 38	66,146 48	3,307 32
" 1825,	4,856 99	71,003 47	3,550 17
" 1826,	352 47	71,355 94	3,567 80
" 1827,	5,742 17	77,098 11	3,854 90
" 1828,	6,541 51	83,639 62	4,181 98
" 1829,	9,110 85	92,750 47	4,637 52
" 1830,	5,374 43	98,124 90	4,906 24
" 1831,	312 10	98,437 00	4,921 85
" 1832,	23,090 07	121,527 07	6,076 35
" 1833,	40,918 51	162,445 58	8,122 28
" 1834,	12,307 44	174,753 02	8,767 65
" 1835,	1,561 27	176,314 29	8,815 76
" 1836,	23,787 42	200,101 71	10,005 08
" 1837,	113,909 91	314,011 62	15,700 56
" 1838,	82,752 70	396,764 32	19,838 20
" 1839,	27,487 22	424,251 54	21,212 58
" 1840,	41,797 04	466,048 58	23,302 43
" 1841,	56,922 72	522,971 30	26,148 56
June 30th, 1843,	84,669 16	607,640 46	†45,573 03
" 1844,	18,513 60	626,154 06	31,307 70
" 1845,	21,105 67	647,259 73	32,362 98
" 1846,	31,266 78	678,526 51	33,926 22
" 1847,	45,319 45	723,845 96	36,192 30
" 1848,	39,432 82	763,278 78	38,163 94
" 1849,	14,251 02	777,529 80	38,876 49
" 1850,	56,222 53	833,751 33	41,687 66

Obtained by adding the sum expended each year for Real Estate and School Furniture, to the whole amount expended for the same purpose in previous years.

A period of $1\frac{1}{2}$ years.

Interest for $1\frac{1}{2}$ years.

Total Amount chargeable to each Year for School purposes.

	YEARS ENDING	Amount expended for salaries of Teachers, & all other purposes, except Real Estate and School Furniture.	Annual interest on the aggregate of money invested in Real Estate and School Furniture.	Total Amount chargeable to each year.
1	Dec. 31st, 1818,	\$5,741 71	\$ 898 35	\$6,640 06
2	" 1819,	10,662 82	2,019 17	12,681 99
3	" 1820,	14,103 39	2,556 43	16,659 82
4	" 1821,	14,372 25	2,808 91	17,181 16
5	" 1822,	14,111 61	2,875 54	16,987 15
6	" 1823,	16,559 74	2,887 36	19,447 10
7	" 1824,	17,200 01	3,307 32	20,507 33
8	" 1825,	18,161 34	3,550 17	21,711 51
9	" 1826,	20,346 69	3,567 80	23,914 49
10	" 1827,	23,772 84	3,854 90	27,627 74
11	" 1828,	23,632 44	4,181 98	27,814 42
12	" 1829,	24,645 93	4,637 52	29,283 45
13	" 1830,	26,726 32	4,906 24	31,632 56
14	" 1831,	27,283 05	4,921 85	32,204 90
15	" 1832,	29,952 03	6,076 35	36,028 38
16	" 1833,	33,251 90	8,122 28	41,374 18
17	" 1834,	43,475 01	8,767 65	52,212 66
18	" 1835,	45,345 54	8,815 70	54,160 24
19	" 1836,	51,229 74	10,005 08	61,234 82
20	" 1837,	77,730 30	15,700 56	93,430 86
21	" 1838,	105,989 21	19,838 20	125,827 41
22	" 1839,	120,262 22	21,212 58	141,474 80
23	" 1840,	132,490 39	23,302 43	155,792 82
24	" 1841,	159,457 78	26,148 56	185,606 34
*25	June 30th, 1843,	289,212 52	45,573 03	334,785 55
26	" 1844,	201,222 96	31,307 70	232,530 66
27	" 1845,	206,099 75	32,362 98	238,462 73
28	" 1846,	216,151 56	33,926 22	250,077 78
29	" 1847,	227,112 09	36,192 30	263,304 39
30	" 1848,	245,898 78	38,163 94	284,062 72
31	" 1849,	256,624 99	38,876 49	295,501 48
32	" 1850,	276,210 98	41,687 66	317,898 64

* A period of 1½ years.

A general Abstract of the Number of Controllers, Directors, Sections, Schools, Teachers, and Scholars, from 1818, to July 1850.

YEARS ENDING	Controllers.	* Directors.	Sections.	Schools.	Teachers.	SCHOLARS.
December 31st, 1818,	9	79	7	13	13	3,082
“ 1819,	9	79	7	14	14	3,353
“ 1820,	9	79	7	14	14	5,669
“ 1821,	9	81	8	14	14	3,269
“ 1822,	9	81	8	16	16	3,147
“ 1823,	9	81	8	16	16	3,106
“ 1824,	9	81	8	16	16	3,518
“ 1825,	9	81	8	17	17	4,147
“ 1826,	9	81	8	20	20	4,692
“ 1827,	9	93	9	20	20	4,603
“ 1828,	9	93	9	20	20	5,057
“ 1829,	9	93	9	21	21	5,083
“ 1830,	9	93	9	23	23	5,371
“ 1831,	12	93	9	26	26	5,508
“ 1832,	12	108	10	27	27	5,758
“ 1833,	12	108	10	37	37	7,865
“ 1834,	12	108	10	44	44	9,544
“ 1835,	12	108	10	43	43	9,346
“ 1836,	12	108	10	75	75	11,127
“ 1837,	12	108	10	131	185	17,000
“ 1838,	12	108	10	167	257	18,794
“ 1839,	12	108	10	173	280	21,968
“ 1840,	12	126	10	180	309	23,192
“ 1841,	21	126	11	184	339	27,808
June 30th, 1843,	21	180	11	214	499	33,130
“ 1844,	21	183	11	217	526	33,299
“ 1845,	21	186	11	234	554	36,665
“ 1846,	21	186	11	240	561	37,025
“ 1847,	21	186	11	232	595	37,535
“ 1848,	21	186	11	236	631	40,291
“ 1849,	22	198	11	250	695	43,193
“ 1850,	23	210	11	256	727	45,383

The number of Directors as given in this column may not be in all cases correct. The number found on record in any year has been continued in subsequent years, unless some record has been found of an increase authorized by the Legislature.

A Table showing the average Number of Pupils to a Teacher during successive years, from 1818 to 1850.

	YEARS ENDING	Total number of Pupils.	Total number of Teachers.	Average Num- ber of Pupils each Teacher.
1	December 31st, 1818,	3,082	13	237
2	“ 1819,	3,353	14	239
3	“ 1820,	5,669	14	405
4	“ 1821,	3,269	14	233
5	“ 1822,	3,147	16	196
6	“ 1823,	3,106	16	194
7	“ 1824,	3,518	16	219
8	“ 1825,	4,147	17	244
9	“ 1826,	4,692	20	234
10	“ 1827,	4,603	20	230
11	“ 1828,	5,057	20	253
12	“ 1829,	5,083	21	242
13	“ 1830,	5,371	23	233
14	“ 1831,	5,508	26	250
15	“ 1832,	5,758	27	213
16	“ 1833,	7,865	37	212
17	“ 1834,	9,544	44	217
18	“ 1835,	9,346	43	217
*19	“ 1836,	11,127	75	148
†20	“ 1837,	17,000	185	91
‡21	“ 1838,	18,794	257	72
22	“ 1839,	21,968	280	79
23	“ 1840,	23,192	309	75
24	“ 1841,	27,808	339	82
25	June 30th, 1843,	33,130	499	66
26	“ 1844,	33,299	526	63
27	“ 1845,	36,665	554	66
28	“ 1846,	37,025	561	66
29	“ 1847,	37,535	595	63
30	“ 1848,	40,291	631	64
31	“ 1849,	43,193	696	62
32	“ 1850,	45,383	727	62

Average 227

Average 71

Average 63

* Primaries introduced.

† Assistant Teachers introduced.

‡ High School established.

Average cost of Tuition per year in the Public Schools, during the several years from 1818, to July 1850.

YEARS.	Tuition, containing only the salaries of teachers.	General expenses, books, stationery, fuel, house-cleaning, &c., including everything except salaries of teachers and real estate.	Interest on permanent investments.	TOTAL.
1818,	\$1.49	\$0.38	\$0.29	\$2.16
1819,	2.67	0.49	0.60	3.76
1820,	1.85	0.64	0.45	2.94
1821,	3.19	1.19	0.86	5.24
1822,	3.80	0.68	0.91	5.39
1823,	3.75	1.26	0.93	5.94
1824,	3.69	1.19	0.94	5.82
1825,	3.17	1.21	0.86	5.24
1826,	2.92	1.42	0.76	5.10
1827,	3.17	1.99	0.84	6.00
1828,	2.95	1.72	0.82	5.49
1829,	3.07	1.78	0.91	5.76
1830,	3.05	1.92	0.91	5.88
1831,	3.16	1.80	0.90	5.86
1832,	3.09	2.11	1.06	6.26
1833,	2.89	1.57	0.13	4.59
1834,	2.41	2.14	0.92	5.47
1835,	2.43	2.42	0.94	5.79
1836,	2.62	1.98	0.92	5.50
1837,	2.75	1.83	0.92	5.50
1838,	3.11	2.53	1.05	6.69
1839,	3.39	2.13	0.97	6.49
1840,	3.39	1.59	1.00	6.58
1841,	3.96	1.77	0.94	6.67
1843,	4.83	0.99	0.92	6.74
1844,	4.19	1.85	0.94	6.98
1845,	3.97	1.92	0.89	6.78
1846,	4.17	1.67	0.92	6.76
1847,	4.01	2.04	0.96	7.01
1848,	4.01	2.09	0.95	7.05
1849,	3.86	2.07	0.90	6.83
1850,	3.92	2.15	0.92	6.99

* Primaries introduced.

† Assistant Teachers introduced.

‡ High School established.

NUMBER VI.

ANNUAL REPORT

OF THE

PRINCIPAL OF THE NORMAL SCHOOL,

FOR THE YEAR ENDING

JULY 26, 1850.

REPORT.

Philadelphia, September 10, 1850.

Thos. S. Perot, John C. Smith, John H. Bring-
hurst, William Larzelere, and Joseph Cowperth-
waite, Esquires, Committee on the Normal School.)

GENTLEMEN:—In compliance with the regulations adopted by the Controllers of Public Schools, for the government of the Normal School, the following report of its condition during the year ending July 26th, embracing the fourth and fifth terms, is respectfully submitted.

NUMBER OF PUPILS.

The first term of the School was commenced February 1st, 1848, with one hundred and six pupils; since which time there have been admitted one hundred and fifty-five, exclusive of those admitted at the end of the last term; consequently, the whole number who have enjoyed the advantages of the school, is two hundred and sixty-one.

The following statement will exhibit the number belonging to the School at the beginning and end of each term, and also the admissions and withdrawals during the year :

Attending School, August 27th, 1849, -	-	-	-	-	-	-	-	-
Discontinued at the close of, or during the term ending								
February 15th, 1850, -	-	-	-	-	-	-	-	-

Remaining, -	-	-	-	-	-	-	-	-
Admitted at the close of the term, -	-	-	-	-	-	-	-	-

Attending School, February 18th, 1850, -	-	-	-	-	-	-	-	-
Discontinued at the close of, or during the term ending								
July 26th, 1850, -	-	-	-	-	-	-	-	-

Remaining, -	-	-	-	-	-	-	-	-
Admitted at the close of the term, -	-	-	-	-	-	-	-	-

Attending School, September 2d, 1850, -	-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---	---

Average number belonging to the School during the year, -

Average daily attendance, -

ADMISSION OF PUPILS.

The two semi-annual examinations, for the admission of pupils, were held at the close of the terms, ending in February and July.

After evidence of sufficient age is presented, the whole of the qualifications of candidates, consists in determining the proficiency in the branches prescribed for examination. Previous to the last examination, the candidates were required to answer one set of questions orally, and one in writing; the oral examination being a guide in determining whether the written answers were given by the candidate herself, or through the aid of some one sitting near her; it being impracticable always to arrange them so as to prevent communication. The general correspondence between the results of the oral and written examination, proved the double examination to be unnecessary. Acting upon this conclusion, at the end of the last term, the examination, in Orthography, Definition of Words, English Grammar,

, History of the United States, Geography and Arithmetic, conducted entirely in writing. The Penmanship was estimated by the Teacher of that branch, and the examination in writing was made, as heretofore, by the Principal.

The method of conducting the examinations, as modified, by omitting the oral part, is as follows :

Questions upon each subject are prepared by the teachers of respective branches, and submitted to the Principal, from which he selects a sufficient number, to be used in conducting examination.

To prevent any improper influence, that might result from a knowledge of the names of the candidates, a ticket having a number upon it, is given to each ; by which number the applicant is known during the examination ; her name not being communicated, until after the decision is made as to her admission.

In determining the candidate's average of scholarship in any particular branch, the whole number of facts embraced in the questions, is used as a denominator, and the number answered correctly as a numerator ; and the part of 10 expressed by this fraction gives the average. Thus, if the number of facts in a branch is forty, and the candidate answers thirty-five correctly, the average is obtained by taking $\frac{35}{40}$ of 10, which is expressed by 8.75.

The several averages in each branch, being added together, and divided by the number of subjects of examination, the general average of each candidate is obtained. The lowest average of scholarship which shall entitle the candidate to admission is then determined upon. At the last examination, those having averages above 6 were considered qualified for admission.

In pursuing the plan of examination thus indicated, although errors may occur, yet they cannot be numerous or important. The method leaves no room for partiality, as the average indicating the scholarship of the candidates, must correspond with the written evidences, which are always preserved as vouchers for the accuracy of the results.

Notwithstanding the small number of pupils admitted to the Normal School, compared with the number of applicants, I am not aware of a single instance in which a Controller, Director, Teacher or Parent, was not satisfied with the propriety of the rejections, after having examined the written answers of the candidates. And, in every instance, I have found the teachers more surprised at the deficiency exhibited by their pupils, than disappointed that they were not admitted.

Number of Applicants, Admissions and Rejections, at each Examination:

	Candidates.	Admitted.	Rejected.
At the organization of the School,	156	106	
Second examination,	56	40	
Third “	67	35	
Fourth “	58	27	
Fifth “	100	53	
Sixth “	79	40	
Total,	516	301	2

The number of admissions being but little more than 58 per cent. of the applicants.

PUPILS

Admitted at the Examination in February, 1850.

NAMES.	Average of Scholarship.	Schools from which admitted to the Normal School
Caroline Young,	7.3	North Western
Fanny M. Schanks,	7.2	Jefferson.
Amelia J. Wemmer,	7.2	Zane street.
Anna M. Parkerson,	6.8	Model.
Clara E. Brindle,	6.8	Morris.
Augusta Parmalee,	6.8	Ringgold.
Gertrude Kimber,	6.7	Model.
Adele S. Arey,	6.6	Zane street.

NAMES.	Average of Scholarship.	Schools from which admitted to the Normal School.
Emma M. Baker,	6.6	Morris.
Ibella Davidson,	6.5	"
Mary R. Burton,	6.4	Private,
A. M. Mitchell,	6.3	Model.
Josephine E. Thorn,	6.3	Locust street.
Margaretta W. Twaddell,	6.3	North Western.
Ibella Gallagher,	6.3	South Western.
Ellie L. Slater,	6.2	Madison.
Ana E. Hanly,	6.2	Ringgold.
Sarah E. Cairl,	6.2	Hancock.
Mary Lewry,	6.1	Madison.
Ana Reed,	6.1	Morris.
Eza A. Donnelly,	6.1	South Eastern.
Julia A. Sandy,	6.0	Hancock.
Mildred C. Goodwin,	6.0	South Eastern.
Mary J. Breed,	6.0	North Western.
Elizabeth A. Rice,	5.9	"
Febe A. Hough,	5.9	"
Mary J. Simpson,	5.9	Model.
Sarah T. Walter,	5.9	South Western.
Febe M. Hastings,	5.8	North Western.
Mary A. Slocumb,	5.8	Model.
Helen M. Burkhardt,	5.7	"
Eth A. Willard,	5.7	South Western.
Mary Ann Simpson,	5.7	North Western.
Faily Ann Bains,	5.7	Model.
Margaret S. Trout,	5.7	North Western.
Mary L. Gibbs,	5.6	North Eastern.
Mrie Anne Solliday.	5.6	Model.
Ana E. Stewart,	5.6	"
Margaret A. Cropper,	5.6	Private.
Thelind E. Battin,	5.5	Madison.
Elizabeth A. Edelman,	5.5	North Western.
Sarah J. Lungren,	5.5	Previously engaged in teaching.

CONTROLLERS' REPORT.

NAMES.	Average of Scholarship.	Schools from which adm to the Normal School.
Mary L. Jones,	5.5	Private.
Fanny E. Philson,	5.5	Locust Street.
Margaret Peterman,	5.5	Jefferson.
Mary Eleanor Watkins,	5.4	West Philadelph.
Margaret L. Farrand,	5.4	North Western.
Almira Wilson,	5.4	Ringgold.
Martha T. Hughes,	5.4	Hancock.
Catharine H. Binns,	5.4	Model.
Elizabeth T. Dixon,	5.3	Private.
Mary C. C. Raybold,	5.3	Ringgold.
Sarah A. Young,	5.3	Hancock.

Total 53.

Number of candidates attending the examination,	-	-	10
Qualified for admission,	-	-	-
Rejected,	-	-	-

Average age of candidates admitted, 15 years and 9 months

PUPILS

Admitted at the Examination in July, 1850.

NAMES.	Average of Scholarship.	Schools from which admitt to the Normal School.
Marian Ash,	8.6	Model.
Elizabeth B. Williamson,	8.4	"
Josephine M. King,	8.1	"
Mary J. Lewis,	8.1	Previously engaged in teaching
Lizzie J. Barton,	7.6	Model.
Hannah Barr,	7.5	Madison.
Maggie R. Carlile,	7.5	Model.
Martha Tomlinson,	7.4	Ringgold.

NAMES.	Average of Scholarship.	Schools from which admitted to the Normal School.
Leah P. Burr,	7.4	North Eastern.
Elia Louisa Johnson,	7.3	North Western.
Anna Bavington,	7.2	Zane Street.
Try A. Mecaskey,	7.2	Model.
Elie M. Young,	7.1	Zane Street.
Elie Paullin,	7.1	Model.
Try Vaughan,	7.0	Morris.
Ben Kirkpatrick,	7.0	North Western.
Coline Price,	7.0	Previously engaged in teaching.
Annah Barton,	6.8	Model.
Anna Greiner,	6.8	Private.
Mira V. Rose,	6.8	Model.
Elizabeth Birch,	6.8	Morris.
Elly A. Curtis,	6.7	Madison.
James W. McRaith,	6.6	Zane Street.
Anna S. Wiley,	6.6	Ringgold.
Elizabeth J. Pichon,	6.4	North Western.
Elizabeth Clark,	6.4	Locust Street.
Elizabeth Wright,	6.4	North Eastern.
Coline M. C. Douglass,	6.4	Locust Street.
Leah D. Slater,	6.4	Harrison.
Mary Anne Chapman,	6.3	"
Stephine W. Massey,	6.3	Model.
Elizabeth Zeigler,	6.2	Hancock.
Elie Whitehead,	6.2	Model.
Abel G. Nicholson,	6.2	Private.
Anna Huston,	6.2	Harmony.
Elie R. Patterson,	6.2	Ringgold.
John H. Campbell,	6.2	South Eastern.
Margaret C. Biles,	6.1	North Western.
Anna C. Slaymaker,	6.1	South Eastern.
Elizabeth S. Robinson,	6.1	Ringgold.

Total 40.

Number of candidates attending the examination, - .

Qualified for admission, - . - . - . - . - .

Rejected, - . - . - . - . - . - .

Average age of candidates admitted, 15 years and 10 months

In the original plan for the organization of the school, the lowest age for admission of pupils was placed at fifteen years, which it was afterwards thought expedient to reduce to fourteen. As diplomas are not granted to pupils under seventeen years of age, those admitted at fourteen remain in the school three years; thus diminishing the number which could enjoy the benefits of the school, if the course was limited to two years. A change having been recommended by the Committee on the Normal School, the Board of Controllers, at the state meeting in July, passed a resolution requiring applicants for admission, at future examinations, to be at least fifteen, instead of fourteen years of age.

GRADUATING CLASSES.

At the close of the terms ending in February and July, certificates were granted to such pupils as had completed the prescribed course of study, and were considered properly qualified to perform the duties of Teachers in the Public Schools.

In determining the pupil's claim to a certificate as a properly qualified teacher, three leading requisites are considered, besides her moral qualities.

1. Her knowledge of the branches to be taught.
2. Her ability to communicate what she knows.
3. Her general literary attainments.

Every teacher should be so thoroughly conversant with the branches she professes to teach, as to be able to conduct the recitations without the use of text books; as in proportion to her ability to do this, she will succeed in imparting to her pupils

knowledge of the subject, instead of its *mere definition*—the main result of mere routine teaching from text books. It is obvious that ability to illustrate the subject of instruction, must depend entirely upon the teacher herself being so familiarized with it, as readily to meet the pupil's difficulties by prompt and clear illustrations.

Although a perfect acquaintance with the subjects proposed to be taught, is essential to the teacher, yet to possess knowledge without ability to communicate it, would not constitute a qualified teacher; while the greatest powers to impart, could not compensate for ignorance of the branches proposed to be taught.

Thus, the perfect scholar may be an unsuccessful *teacher*, while the perfect teacher *must* be a perfect *scholar*, at least to the extent of the branches she teaches. The casual observer, even the inattentive child, does not fail to distinguish between the mystifying, misleading, stultifying and inefficient attempts of the *mere scholar* to teach, and the developing, educating and ennobling power of the thorough teacher. Adopting these views of the relative importance of scholarship and aptness to teach, and their inseparable connexion as essential qualifications in forming the perfect teacher, no certificate is granted to a pupil deficient in either.

To remove the tendency of the exercises in elementary schools to mere drill of study and recitations, we must look to the high literary attainments and general intelligence of the teacher. Knowing *how* to teach, the well-stored and disciplined mind is the best qualified to determine what should be taught; and when itself to energy and vigor, its teachings are sure to impart the right spirit to the taught.

As a test of the candidate's literary qualifications, the results of every examination from the time of her admission to the completion of the full course of study, in connexion with her literary recitations, are considered. In estimating her ability to teach, and tact in school discipline, her performances in the various schools of practice, occupying more than one-sixth of the time of her pupilage in the Normal School, are taken as a guide.

The moral character, industrious habits, and integrity of purpose of the candidate, are determined from an acquaintance extending through a period of time amply sufficient to arrive at a correct conclusion.

The following is a copy of the Certificate given to graduates of the Normal School :

NORMAL SCHOOL,

First School District of Pennsylvania.

THIS IS TO CERTIFY, That ——— has pursued and completed in a satisfactory manner, the course of study of the Normal School, and is deemed competent to impart instruction in the branches taught in the Public Grammar Schools.

Principal

By authority of the Controllers of Public Schools,

THIS CERTIFICATE is granted to ———, a pupil of the Normal School, in testimony that her literary attainments, industrious habits and integrity, qualify her to discharge properly the duties of a Teacher.

*President of the Board of Controllers.
Secretary.*

Committee of the Normal School.

Philadelphia, 18—

COURSE OF INSTRUCTION.

Etymology of English Words. Rhetoric and Exercises in Composition. Elocution. History of England and General History of the World by Periods. English Literature. Vocal Music. Drawing. Algebra. Geometry. Elements of Astronomy. Chemistry. Natural Philosophy. Physiology. Constitutions of the United States and Pennsylvania. Mental and Moral Philosophy. Principles of Education. Instruction in Orthography, Reading, Grammar, History of the United States Geography, Arithmetic and Penmanship in reference to teaching these branches. Practice in Teaching.

PUPILS

Who received Certificates of Graduation, February 1st, 1850.

NAMES.	Schools from which admitted to the Normal School.
Helen M. Jackson,	Jefferson.
Margaret Bell,	Ringgold.
Margaret B. Cochran,	North Western.
Angelina S. Paul,	Jefferson.
Caroline Fegenbush,	"
Mary E. Erety,	Madison.
Sarah P. Ridgley,	North Western.
Sarah E. Cummings,	Zane Street.
Anna Evans,	Model.
Elizabeth S. Schreiner,	North Western.
Mary J. Caldwell,	Jefferson.
Julia L. Bladen,	North Eastern.
Sarah L. Doran,	Monroe.
Mary E. Byrnes,	Hancock.
Emma McCune,	Monroe.
Elizabeth Abbott,	Zane Street.
Annie J. Lloyd,	North Western.
Sarah J. Thompson,	Monroe.
Mary Wenzell,	Morris.
Martha L. Hale,	North Western.
Emily B. Hewlings,	"
Emily S. Nutt,	Zane Street.
Isabella Campbell,	Madison.
Ann B. Grover,	Walnut Street.
Julia Young,	North Western.

Total 25.

PUPILS

Who received Certificates of Graduation, July 27th, 1850.

NAMES.	Schools from which admitted to the Normal School.
Fanny E. Potts,	(Previously engaged teaching.)
Emma L. Riley,	Model.
Lucinda Lake,	(Previously engaged teaching.)
Maria J. Richardson,	Private.
Mary A. Howard,	"
Kate C. Pennington,	Zane Street.
Mary L. Potter,	"
Emma W. Richardson,	Ringgold.
Elizabeth J. McCalla,	North Western.
Sallie Linton,	Madison.
Margaret E. Varney,	North Eastern.
Annie Buzby,	Madison.
Mary A. Conaway,	Jefferson.
Mary L. Harman,	Hancock.
Sarah Knorr,	Monroe.
Margaret C. Algeo,	Manayunk.
Anna Williams,	Monroe.
Emma H. Hickman,	Germantown.
Jessie Smith,	Hancock.
Total 19.	

PUPILS

Who have been appointed to situations as Teachers, during the year.

NAMES.	Schools from which admitted to the Normal School.
Elizabeth Abbott,	Zane Street.
Margaret Bell,	Ringgold.
Mary A. Bradley,	Model.
Anne R. Brewton,	North Western.
Margaret B. Cochran,	"
Isabella Campbell,	Madison.

NAMES.

Schools from which admitted to the
Normal School.

Sarah E. Cummings,	Zane Street.
Amanda M. Duncan,	Private.
Caroline Fegenbush,	Jefferson.
Eliza A. Fiegel,	Monroe.
Mary Emma Fithian,	Madison.
Julia M. Goodman,	"
Mary Harman,	Hancock.
Emily B. Hewlings,	"
Emma M. Hickman,	Rittenhouse.
Caroline M. Hood,	Model.
Sarah M. Knorr,	Monroe.
Harriet Kirkpatrick,	"
A. Eliza Long,	South Eastern.
Sarah J. Lungren,	(Previously engaged in eaching.)
Margaret H. McCaull,	Marshall.
Charlotte E. McFarland,	Mount Vernon.
Clara A. Oram,	Private.
Angelina S. Paul,	Jefferson.
Sarah Jane Plumly,	"
Anna M. Parkerson,	Model.
Elizabeth J. Rundlett,	Zane Street.
Mary E. Ryder,	Madison.
Abigail Rice,	Walnut Street.
Mary S. Smith,	Madison.
Anna Scull,	"
Elizabeth H. Stanly,	Jefferson.
Emma M. Summerfield,	"
Rachel Thomas,	Madison.
Rachel Thoburn,	Private.
Catharine Wagner,	Ringgold.
Mary Wenzell,	Morris.
Anna Williams,	Monroe.
Hannah Waters,	Model.
Catharine A. Winger,	North Western.
Aurelia West,	Zane Street.

Total 41.

OBJECTS OF THE SCHOOL.

The Normal School was established from a conviction that the business of Teaching, like all other pursuits, requires previous preparation; that the art is not intuitive, but must be acquired, as all other human attainments are, by a proper course of preparatory training.

The design of the school is not to reform, but to improve the present system pursued in our Public Schools, by training the future teachers in the most approved methods of instruction and enabling them to *begin* qualified and experienced instructors; that the time of the pupils need not be wasted, while the novice is gaining that knowledge and experience of her art which in any other pursuit she would be required to possess before engaging in it.

While an apprenticeship or special education, is deemed necessary in every other pursuit, the inexperienced, unskilful and even ignorant, are permitted to make experiments, in order to perfect themselves in the art of teaching, although the subjects of their experiments are immortal beings. What heart does not sicken at the idea of the ignorant and incompetent engaging in a pursuit, which would seem to require nothing short of perfection, mental, moral and physical, to act effectually and faithfully.

That greater responsibilities rest upon teachers, and especially elementary teachers, than upon any other class, is obvious from the fact, that upon the right or wrong development of the moral and intellectual faculties, in the susceptible period of childhood, will depend to a great extent, the moral habits and character of the individual during life.

Knowing, as all must, that the child possesses capabilities which, by suitable training, will make him happy himself, and a blessing to all who may feel his influence, and that by neglecting this influence may be pernicious, and he himself made miserable, is it not cruel to trifle with his best interests, by placing him under the care of instructors, not qualified to meet his moral, intellectual and physical wants.

How wide the difference, in point of usefulness as well as happiness, between the teacher trained to a proper realization of her duty as an educator, conversant with the true principles of her art, with ability to apply them, and one with just knowledge sufficient to pass an examination and secure a situation; discovering, when too late, her deficiency, confined from day to day to the same round of unsuccessful exertion, discouraged by the consciousness of her incompetency, and humiliated by the irresistible conviction of her want of integrity, in continuing to occupy a place for which every day's experience proves her unfit. And, if prompted by a sense of duty to her pupils, she attempts to remove her deficiencies by study, her health yields to her over-taxed strength, and she is compelled to abandon a profession, which, but for the want of proper training before engaging in it, she would have ornamented, and the pursuit of which would have added to her happiness, instead of rendering her miserable.

COURSE OF INSTRUCTION.

In arranging the plan of instruction, a primary object is to keep the mind of the pupil constantly in contact with subjects immediately or incidentally connected with the great object of her training, and to habituate her to *think* in reference to communicating her thoughts to others. In accomplishing this, the pupil necessarily attains that mental discipline, essential to the formation of habits of exact investigation and quick discrimination, which enable her readily to comprehend and acquire the knowledge of a subject, as well as to illustrate it with perspicuity and clearness.

As the name imports, the Normal School is designed to be a pattern school; the instruction therefore, in all its departments, from the most elementary to the highest, is adapted as far as possible, to the methods of teaching which are intended shall be pursued by its pupils.

It is a well-known fact that all children of natural endowments possess an innate desire *to know*; the eager inquisitive-

ness of children is proverbial. Consequently, the conclusion is self-evident, that the business of the elementary educator is to encourage this propensity. With this view, the method of instruction pursued in the Normal School excludes altogether routine recitations, with the text book before the teacher as a guide, and the pupils reciting from memory, that which they have learned merely as a lesson. No teacher uses a text book during the recitations; meeting the classes with a full knowledge of the subject, and a perfect acquaintance with the widest range of incidental facts which may present themselves in its discussion, she invites inquiry; and questioning becomes as much a business of the pupils as of the teacher.

At every stage of instruction, it is made a prominent object to imbue the pupils with a just sense of the importance of their relations as teachers, and to cause them to realize, that the whole duty of a teacher does not consist in hearing lessons; but that her business is thoroughly to develop all the intellectual and moral powers, and awaken and call forth every talent that may be committed to her care.

Carefully watching the results of the training described, a pleasing conclusion presents itself to my mind, that, as the methods of teaching are good in the opinion of the pupils themselves, and as mechanical modes give place to systems adapted to the development of the faculties, so the interest of the pupils is awakened; illustrating the important fact, that whether in schools or communities, the interest excited in education is in ways in proportion as the system of instruction is good, and efficiently carried out.

Infuse into the minds of the pupils of our schools that spirit which prompts them to seek knowledge for the sake of itself, and they will reach forward from elements to principles, from lower to higher branches of study, until the mind's own force creates the desire for more. It excites that spirit which constantly cries 'give'—the outbursting of that innate principle—the spur to mental acquirement—the *desire to know*.

The arrangement of studies remains as described in my last report. At the organization of the school, in the selection of

subjects of instruction, next to imparting a thorough knowledge of the branches taught in the Public Schools, preference was given to those branches best calculated for mental discipline, in connection with their utility in the practical duties of the pupils in after life. All the subjects embraced in the original plan of the school are now taught in the regular exercises of each term. While the range of study is extended, so as to occupy the full period of the pupil's connexion with the school, it is sufficiently limited, to enable all of ordinary industry and talents to complete it in the prescribed period, if the pupil is possessed of sufficient knowledge at the time of her admission.

DEPARTMENTS OF INSTRUCTION.

The following branches have been pursued in the several Departments:

THEORY AND PRACTICE OF TEACHING.

By the Principal.

Lectures on the Principles of Education; embracing Mental, Moral and Physical Education. Also, Instruction in School Government, and Teaching the Elementary branches, and Practice in Teaching.

DEPARTMENT OF MATHEMATICS.

By the Principal, and Miss Anna Van Arsdalen.

Review of Elementary Arithmetic, and Instruction in Higher Arithmetic, Algebra, Geometry and Elementary Astronomy.

DEPARTMENT OF GRAMMAR.

Miss Mary E. Houpt, Teacher.

Review of English Grammar, and Instruction in Etymology, Rhetoric and Elements of Composition.

CONTROLLERS' REPORT.

DEPARTMENT OF READING.

Miss Mary E. Brown, Teacher.

Instruction in English Literature, and the Art of Reading

DEPARTMENT OF HISTORY.

Miss Mary E. Tazewell, Teacher.

Review of Geography and History of the United States, and
Instruction in the History of America, History of England, and
General History of the World.

DEPARTMENT OF WRITING.

Miss Anna Van Arsdalen, Teacher.

Instruction in Plain and Ornamental Penmanship.

DEPARTMENT OF DRAWING.

Mr. E. W. Mumford, Teacher.

Instruction in Linear Drawing, Exercises in Drawing, from
Models, and Principles of Perspective.

DEPARTMENT OF MUSIC.

Mr. George Kingsley, Teacher.

Instruction in the Elements and Practice of Vocal Music.

MISCELLANEOUS.

Instruction in Natural Philosophy, Chemistry and Physiology
is imparted entirely by Lectures and Examinations, by the Pri-
ncipal. Instruction in the Constitutions of the United States and
Pennsylvania, is given by the Principal and Teacher of History.

SCHOOLS OF PRACTICE.

The organization and operation of these schools remain the
same as described in my last report.

This branch of the Normal School constitutes a most interest-
ing and valuable part of the institution. It is valuable not only

ference to the immediate objects of the Normal School, but also as an educational measure. While these schools afford opportunities for acquiring by actual practice, experience in the best methods of training and teaching children, the pupil-teacher, in the discharge of her duties as an instructor, finds ample field for the exercise of her judgment; her mind is thus developed, her powers of application are increased, and energy becomes a prominent trait in her character. In addition to these, her patience is disciplined, and she acquires that steadiness of purpose necessary to control and harmonize her efforts. Early accustomed to exertion and responsibility, she acquires that expertness in management which nothing but early and properly directed practice can give. The responsibility of her position causes her to reflect, and removes that levity and frivolity of character, which form so great an obstacle to the correct discipline and instruction of children.

In her capacity as a pupil-teacher, she for the first time fully realizes that her future calling is no less than to educate the faculties and capabilities of a mind whose sphere is to be Eternity. Thus impressed with the dignity and importance of the profession for which she is training, she returns to her seat as pupil, herself a better and wiser being. While the advantages thus derived, in regard to the individual discipline of the pupil-teacher are so strikingly apparent, her improvement in ability to teach and manage classes is daily exhibited, in the increased facility with which she discharges these duties.

Permanent Teachers of the Schools of Practice.

Sally F. Dawes, Principal, Girls' Grammar School.

Mary Hunt, Assistant.

Number of pupils,	-	-	-	-	-	-	-	230
Average attendance,	-	-	-	-	-	-	-	200

Martha C. Brodie, Principal, Boys' Secondary School.

Margaret Bell, Assistant.

Number of pupils,	-	-	-	-	-	-	-	150
Average attendance,	-	-	-	-	-	-	-	140

DISCIPLINE.

The age of our pupils, and the relations they assume on becoming members of a school, designed to train them to govern others, generally present sufficient influences to secure propriety of behavior. But few cases of improper conduct occur, where restraint on the part of the teachers is necessary ; hence, since the first organization of the school to the present, but little time and attention have been devoted to what, in other schools, is called maintaining order. As a check to the thoughtless, those not properly appreciating their position, a system of marks for conduct and recitation was practised, which it has been found expedient to discontinue, as it imposed restraint where such influence to the performance of duty is wholly unnecessary. The pupils of the school, with very few exceptions, being governed by higher and worthier motives than the mere desire to keep a good roll. The discipline is, therefore, now left in great measure with the pupils themselves, from which they realize the importance of self-government as a qualification for the government of others. The value of this self-restraint is beautifully exhibited, in the many cases of entire removal of disposition to impropriety of conduct. Thus trained to self-government, the pupil becomes what the teacher ought to be, and, in assuming her duties as an instructor, she presents her pupils the example of her own elevated character.

ATTENDANCE.

The actual daily attendance of the school for the whole year has been ninety-five per cent. The average is made from the register of attendance for every day in which the school was in session. Many of the pupils have not been absent in a single instance since their admission ; and the cases are extreme exceptions, where the pupils remain from school if not detained by sickness. This remarkable punctuality in attendance, which